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ABSTRACT

This book presents the proceedings of the fifth national conference of the Association on Handicapped Student Service Programs in Postsecondary Education. Papers are divided into the following sections: "Management of a Support Services Office," "Support Services for Students with Severe Physical Disabilities," "Academic Support Services," "Counseling Students with Disabilities," "Support Services for Students with Hearing Impairments," "Disabled Students in Community Colleges," "Career Counseling and Placement Services," and "Legal and Planning Issues." Each section contains from three to eight papers by conference participants. (PB)

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Handicapped Student Service Programs in Postsecondary Education: It Doesn't Cost. It Pays!

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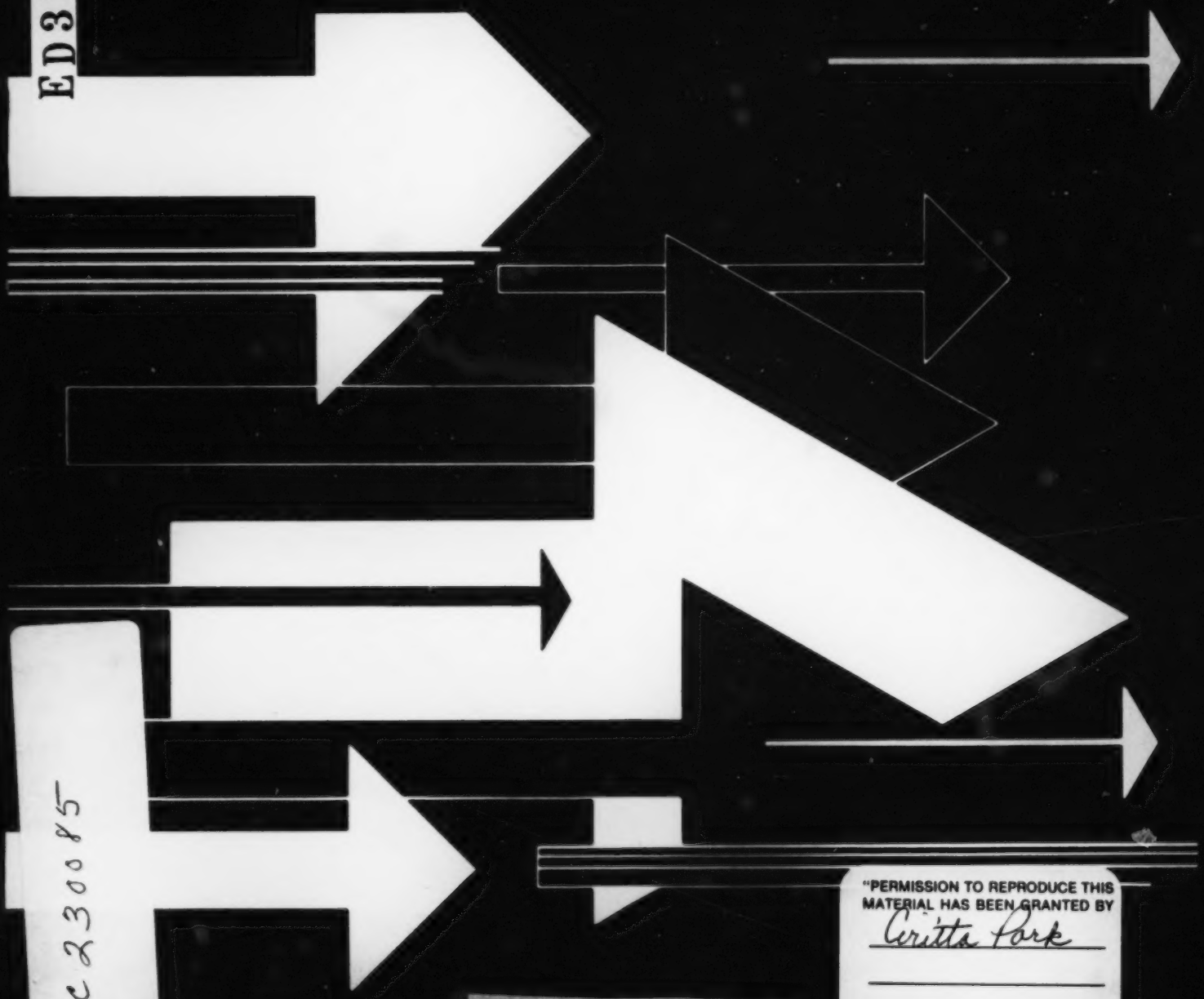

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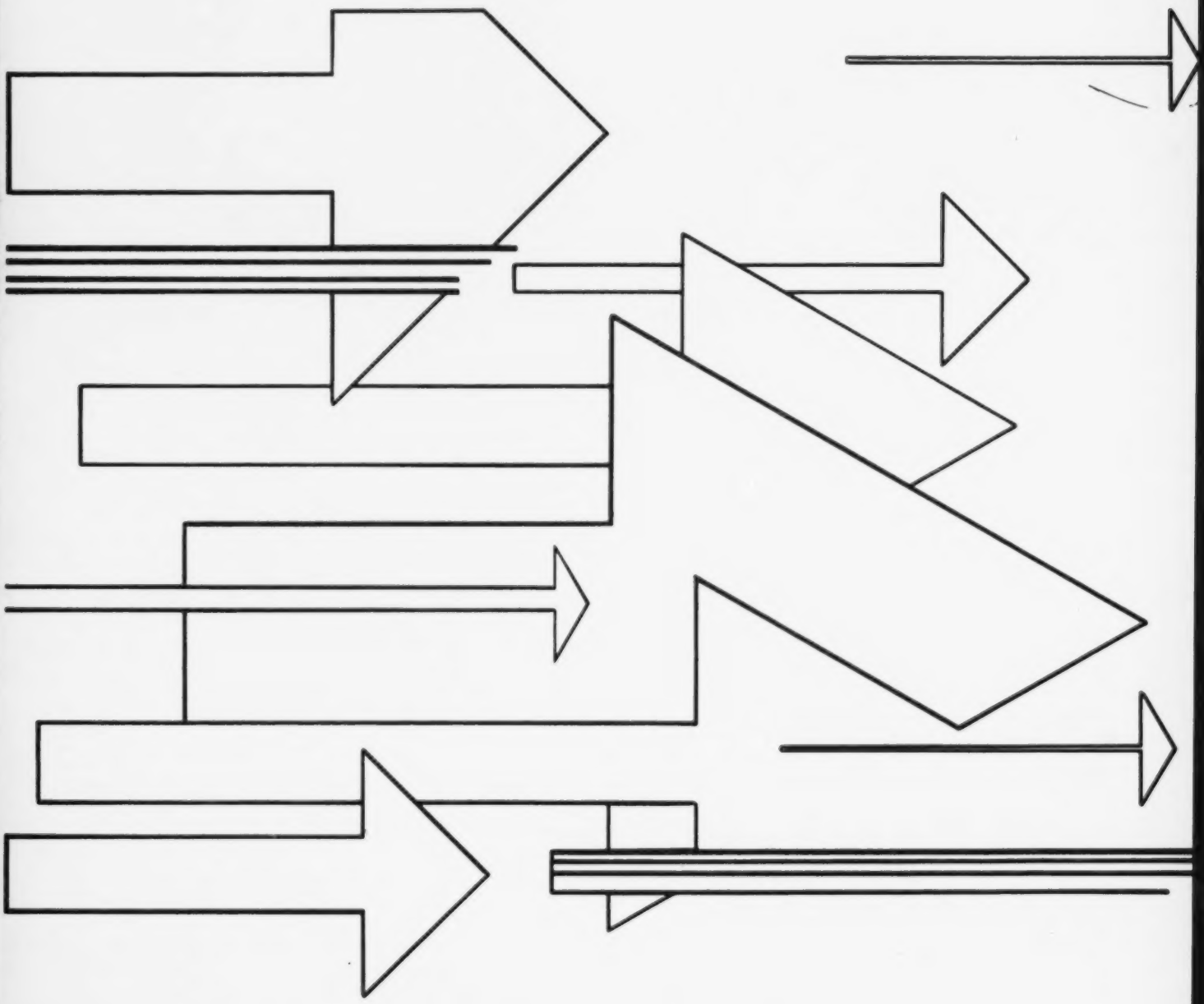
Handicapped Student Service Programs in Postsecondary Education:

It Doesn't Cost, It Pays!

Proceedings of the
Fifth National Conference

Sponsored by the Association
on Handicapped Student
Service Programs in
Postsecondary Education

Columbus, Ohio
July 12-15, 1982



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Foreward

As this is being written (October 1982), the evaluation and reviews of the 1982 AHSSPPE Conference are complete and they proved to be most positive. This Proceedings publication you are reading contains a wide variety of some of the best thinking, innovative ideas and reports on tried and true ideas.

Our Columbus gathering served as an excellent reminder that notwithstanding budget cuts in Higher Ed--the administration's apparent negative attitudes toward programs for the disabled and several negative Supreme Court decisions--there are, in fact, many many individuals dedicated to making post-secondary education accessible to the disabled. The gathering of some 300 persons was an enthusiastic and intense time of sharing ideas, discussing strategies, and best of all renewing energy for the work we are doing. If you were not in attendance, tape recordings of many of the sessions are available (contact AHSSPPE Office). While both the tapes and Proceedings deliver much quality information, the excitement, fun, regenerative effects and, best of all, personal contacts can only be had at an AHSSPPE conference.

With the hiring of an Executive Director, the establishment of a headquarters office, the purchase of our own computer/word processing equipment and a new quarterly AHSSPPE publication, I believe the Association is in fine shape to continue and expand its role in post-secondary education. If you are not part of this exciting movement I extend an invitation to you to join us.

Richard W. Harris
President, AHSSPPE 1981-82

ACKNOWLEDGEMENTS

AHSSPPE '82 was successful due to the work of many individuals. Its planning and implementation were the result of a team effort and the fruits of our labor were evident in the most complimentary feedback received from Conference attendees. It is appropriate, at this time, to single out some special individuals for their contributions.

Our thanks are extended to the Conference Committee for giving of their time, energies and expertise so unselfishly. Thank you to:

LEON BAYLESS, who took the responsibility for organizing and overseeing the Exhibit Hall;

CLAUDIA BERGQUIST, WILLIAM OTIS, LINDA WETTERS and the others from their staff at Columbus Technical Institute for their excellent job of coordinating special services for Conference attendees;

LYDIA BLOCK, who took on the task of searching out appropriate media presentations and assuring their availability during the Conference;

NANCY BROWER and JAN SCOTTBEY, who did a super job of making arrangements for the Conference Hospitality, from coffee breaks and banquet details to serving as hostesses for our guest speakers;

SARA COWEN, who single-handedly organized and implemented the evaluation system which gave attendees a chance to respond to the presentations and provided such important information for planning future meetings;

JOANNA GARTNER, who took on the task of organizing and overseeing operation of the popular Resource Room;

EDWARD KEISER, who helped to organize the Pre-Conference workshop presented to employers in Central Ohio;

STEVE SIMON, who agreed to accept the responsibility for putting together these Conference Proceedings once again;

MARTHA BRYAN, GWEN CALLAS, JOHN DE SANDRO, MARTHA GRASLEY, RICHARD HARRIS, SUSAN KESSLER and DEBRA KIRSHNER who helped in the planning and were there to carry out those plans when they were needed;

and ESPECIALLY to WARREN KING, ELLEN RADCLIFF, and DICK MAXWELL and the staff of the Office for Disability Services at Ohio State University who assumed the mammoth tasks of organizing Registration and Transportation and who accepted graciously their role as Conference Planning Headquarters with all the hassles, confusion and extra responsibilities that such a designation entails. Without their help, the Conference might never have become a reality and certainly would not have been a success.

While these individuals shouldered the majority of the responsiblity for the Conference, there were others who assumed some of the financial burden by providing services-in-kind. We offer our sincere appreciation to:

COLUMBUS TECHNICAL INSTITUTE for providing interpreter services throughout the conference;

MAGIC CARPET and the OHIO STATE UNIVERSITY who made adapted transportation available when and where it was needed; and

COLUMBUS MEDICAL EQUIPMENT COMPANY AND COLUMBUS ORTHOPEDIC APPLIANCE COMPANY who provided adaptive equipment as needed and arranged emergency equipment repair.

Those mentioned above contributed immensely to the final product; there were many other individuals whose help was essential to the ultimate outcome of our efforts:

The CONFERENCE COMMITTEE of AHSSPPE '81 in Boston, who set the standards we worked to meet and who provided us with information and inspiration;

FRANCIE MARGOLIN and the staff of SPECIAL PRESS whose expertise and assistance allowed us to provide the quality materials produced in connection with the conference;

MIMI REINHARD, and the Travel Emporium, who gave hours of her time to assist attendees and the Planning Committee on issues of transportation;

CLAUDE LAMBERT, who did so much to keep our audio-visual equipment available and operating smoothly during the Conference and who donated his time and expertise to provide this service;

The GLYPHYX DEPARTMENT at Kent State University who designed our eye-catching Conference logo;

A long list of volunteers recruited largely from the Office for Disability Services or the Speech and Hearing Science Section at OSU and the Office for Handicapped Students at CTI whose time and talents were essential to our smooth operation (particularly CHUCK FAIRBANKS, DEBRA KNAPKE and GAY McKEE);

AHSSPPE's EXECUTIVE COUNCIL, collectively and individually, who proved themselves once more ready to step in and lend assistance whenever and wherever needed - - they carried equipment, stuffed packets, manned the registration desk, stepped into the breach for absent presenters - - anything and everything to assist us;

The ever-present, always giving RON BLOSSER, who was once again indispensible in his willingness to help and his availability when he was needed;

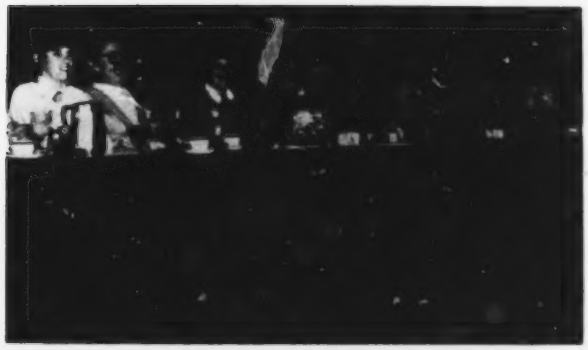
The SPEECH AND HEARING SCIENCES SECTION at OSU, the home department of the Conference Chair, who contributed to the success of AHSSPPE '82 in ways that can not be measured;

RICHARD and JEANNE JARROW who volunteered art work, made important outside contacts, assisted in developing Conference organizational strategies and generally kept the Conference Chair from going off the deep end;

And the CONFERENCE ATTENDEES, who collectively formed the largest Hospitality Committee possible, making newcomers welcome and showing their willingness to be flexible in their demands and helpful in emergencies; our Conference was successful, in part, because our attendees proved to be such a terrific group of people.

Many thanks to one and all. See you in Oakland in '83.

Jane E. Jarrow
Conference Chair



MANAGERIAL SKILLS FOR SERVICE PROVIDERS

Janet K. Huss, Iowa State University

ABSTRACT

A managerial skill important to the Handicapped Student Services provider the art of negotiation. The art of negotiation is a skill or a process which can be learned, practiced, and refined to fit both the style of the individual, the institution, and the people with whom the negotiating is occurring.

THE NEGOTIATION PROCESS

Negotiation is the process of a give and take interaction in order to arrive at a mutually agreeable conclusion. A negotiation has three basic parts or factors that make the process a successful one. The first is timing -- appropriate timing for both you and the person(s) with whom you are negotiating.

For instance, if the type of interaction is a budgetary one and you're needing additional funds and the person with whom you are negotiating has just come from a budget meeting where they have been told they have to find 4.3 percent of the budget to revert back to the general fund, that's not going to be a very good time for you to go in and say "I need an additional amount of money." You also need to consider when you, as the negotiator, are best able to handle the negotiation process because it is a process where you need to be alert and aware of the interaction and communication that's going on at all times.

In addition to timing, another important factor is information. You need to be prepared. Go into the negotiation process with appropriate information and the amount of information needed to substantiate your position. Often times this means that you need to anticipate questions and anticipate how you will respond to them. A strategy to use in preparation is to ask a colleague to role play the negotiation process, giving you the opportunity to respond to questions before the actual negotiation.

The third factor that you need to consider is power -- power of the particular individual with whom you're working and the power of the relationship. You need to identify the type of information and/or strategy which will maximize your power and decrease the power of the person with whom you are negotiating. For instance, if the person with whom you are negotiating places a great deal of emphasis on what has been done previously, and you wish to negotiate for a change, you need to have information available which is more powerful than "We've always done it this way." Perhaps how other institutions of comparable size and curricula is more powerful and will be sufficient to overcome the status quo mind set. You need to analyze the relationship between you and the other person. Do you need to establish credibility and, if so, how will you accomplish this? How have you been nurturing the relationship between you and the person with whom you will be negotiating?

NEGOTIATING STRATEGIES AND TECHNIQUES

Negotiating strategies and tactics include first, timing, and then how to use the information available. In the negotiating process there are several tactics that can be used to increase your timing advantage. One tactic is to wait out your opponent. You do not have to respond to everything that an individual says to you. Often, this tactic is helpful when someone has something to get off their chest; they've had an experience that is bothering them and they need to express their opinion. After calmly listening to their opinion, you can often get to the issue at hand and resolve it because all the person needed was for someone to listen.

Surprise is another tactic that may be useful. In asking for money, obliquely indicating a large expense while discussing the issue can be effective for when the actual amount is disclosed it doesn't seem like very much at all.

Another tactic is to present your proposal as already accomplished and presumably irreversible. This is risky but can be very effective if you really

know the person with whom you are negotiating and if you're credibility is very high. This tactic will not work repeatedly with the same person.

Withdrawal is another kind of tactic -- walk out without any kind of emotion or explanation. This tactic may be effective if the person is getting off the subject or you don't feel like you're getting anywhere. A simple, "Thank you, we'll talk about it later" statement, exit, and come back to the discussion later is the strategy to use.

If you are negotiating as a team, you may want to use the good/bad person routine. One person keeps pounding the point and then just stops, and the other person (who's been very agreeable up to this point) picks up on it. This strategy needs to be planned so that you do not withdraw without having an advocate there to continue to press the point.

Reversing your argument is where you change directions in the middle. This strategy works well with persons who normally take a devil's advocate position. To go into the negotiation with the opposite of what you desire allows the person to take the opposite stand. You can then change your mind and begin agreeing with the person, accomplishing just exactly what you intended originally.

To put limits on what is negotiable is another strategy which may be useful. This kind of tactic is very good if there are some points that you have to negotiate which are not really vital, but there are some vital points that you don't want to negotiate. It will make the other person look very unreasonable if they're not going to at least accept one or two things that you feel are not negotiable. This strategy is useful when the other person feels control only when items are negotiated.

In presenting the information while negotiating, several strategies are helpful. One is participation -- you get other colleagues, students, or advocates to work on your behalf. Another strategy is to identify your point of view with that of an influential and knowledgeable person. Especially in educational institutions, we have to be cognizant of the expert syndrome. If there aren't some statistics that you can give that have credibility, if you can't give expert opinions from which you have gathered your information, then you have decreased the power of your argument. If the only information you can find is associated with disreputable persons/institutions, use them to substantiate your argument. However, a more powerful argument rests on experts agreeing with your point of view.

The strategy of providing as many alternatives as possible so that you can make concessions in less vital areas and achieve your goal is often effective in educational institutions. Alternatives which are workable are presented with the advantages and disadvantages of each alternative. Thus, when decisions are made and the negotiation process is complete everyone knows what has been decided upon and what the consequences of that particular alternative will be.

Another technique which is useful is to break the negotiation process into smaller parts and take one step at a time. This can be very effective with someone who is overwhelmed with a large project and needs to see only the small pieces.

In these strategies and tactics, the communication process is essential. This does not mean just being verbal -- educational institutions are full of verbal persons. In effective communication we need to remember that being as direct as possible in oral and written communication is really important. Effective communication involves being an active listener, observing non-verbal communication, hearing and processing what is being said through clarification, asking questions, paraphrasing, and giving feedback. You need to recognize in the communication process (negotiation process) the value system of others and try not to block the process. It is important not to alienate the other person because of the language that we use.

In summary, negotiation is a process. It involves timing, having the necessary information available, not only about the topic but also about the person or organization with whom you're dealing. It includes the power dynamics and knowledge of the issues. It involves planning and practice. With an understanding of the process and practice of the skills you can be a successful negotiator.

Resource

Cohen, Herb. You Can Negotiate Anything. Lyle Stuart, Inc., 1980.

MANAGERIAL SKILLS

Gwen H. Callas-Miller, TRW, Incorporated

ABSTRACT

Effective time management can pay off in the quality of your work and provide a sense of control over the numerous tasks you need to accomplish. This article will provide basic information to get you thinking about methods for gaining better control of your time.

As a manager of services to disabled students, you have demands placed on your time by your supervisor, peers, subordinates, students, and self-initiated projects. The types of responsibilities involved in carrying out your position require flexibility in addressing a varied constituency, technical expertise to make sound decisions, and effective communication skills. Time management is essential to being productive in meeting these demands.

In this paper we will explore some basic tools and techniques that may assist you in organizing your time more effectively. The author has made two assumptions in preparing this paper: (1) As a Coordinator/Director of services for disabled students, you schedule the majority of your time directly. That is, you have some freedom to set up your daily calendar. (2) That you have at least one staff member assigned to your area. If either of these assumptions are incorrect, you can adapt the following suggestions to fit your situation.

Why is time management important?

Having a plan for managing time efficiently and effectively will help you gain more control in meeting goals and objectives. That is not to say that there will not always be unanticipated demands that can upset your schedule, but having a system for handling day to day tasks will enable you to get back on track more easily. The goal, to borrow a slogan from a well-known computer company, is to "Work smarter, not harder."

Increasing efficient use of time should have pay-offs of added time to (1) address issues that are important but may have been on the "back burner," (2) to be proactive in planning for future needs, (3) to identify opportunities for development, and (4) to relax and increase quality thinking time. Having a feeling that things are under control can also reduce stress.

As you develop your personal system for time management, you will learn more about your work habits. This can help you re-evaluate and restructure your system.

Your biological clock

When planning your day's activities, don't fail to take your biological clock into consideration. Whether you are a "night" or "morning" person, you will be surprised to find how much your productivity will increase if you schedule your tasks around your biorythms. "High" energy periods should be used for tasks which require creativity, concentration, or less interesting tasks that you tend to avoid. Less alert periods are better suited for more routine activities such as phone calls, paperwork, and meetings. "Low" times can be used to take a break which can help you recharge or informally sit with staff which has payoffs in better interpersonal relations.

Remember that knowing when to stop working on a project is as important as finding the energy to get started. It enables you to be more productive in the long run.

Setting goals and objectives

No task or activity should be undertaken without first establishing how it will help you to move closer to a defined goal and objective.

You should find it helpful to break down the major responsibilities of your office and define the goals and objectives for each. Review each of these areas and prioritize the objectives. This will enable you to focus on those objectives that are necessary to reach the goal. For example:

Goal: To increase awareness on the part of faculty of classroom accommodations that may be required to provide equal access to disabled students.

(1) Objective: To develop written materials and procedures for faculty to assist them in providing equal access.
(2) Objective: To visit individual faculty to discuss methods.

Using the example above, you may feel that your time is better spent initially working on objective #1 than objective #2 because it will meet the goal more efficiently by reaching a greater number of faculty. If you can prioritize objectives and devote your time to higher level priorities, you can avoid tasks that may have value but do not move you toward your goal as quickly.

The goals and objectives that you establish must be in line with those of your department and institution as a whole. Your superiors should be aware and approve of these "written guidelines." They will assist the university/college community to understand your rationale for undertaking specific projects and activities. Such information is also helpful as an orientation tool for staff.

During your day to day activities, as you find yourself confronted with a myriad of demands on your time - before responding ask yourself: (1) Is this request directly related to the major goals and objectives of this office? (2) Will performing this activity help us to reach our goal? (3) Is it a high enough priority to replace or add to the list of projects/activities that we are working on now? and finally, (4) What are the possible consequences of not taking on this request?

Tools for time management

Notebook. Stephanie Winston[1] recommends using a small spiral notebook (small enough to carry) to jot down ideas on all the action items that you want to remember to do. This should replace the notes that you write to yourself on little slips of paper. The problem with little slips of paper is that you either lose them or forget to look for them. You can transfer important notes to one of your other two time management resources - your calendar or To Do list.

Calendar. A good calendar is one of the most important time management tools you can have - provided that you use it wisely. A brand that has one to two pages per day and provides space for a To Do list, notes on what you have accomplished, and a place to jot down items for follow-up is recommended. Calendars broken down into 15 minute intervals are useful in helping you "track" your time. A personal time log can be developed if this last feature is not available (see Time Log).

Use your calendar to not only schedule meetings - but time to finish reports, catch up on paperwork, and to plan. Remember to consider the high and low points when scheduling. If a secretary handles your calendar, make sure that this person understands your scheduling preferences. For example, you may prefer to have all meetings scheduled between 10 a.m. and 2 p.m., with no appointments from 8 to 10.

To Do list. It is wise to use a daily "To Do" list which you can prepare each morning or the evening before. Refer to your notebook for items that should be on the list. Include follow-up items, e.g., checking on a report that you were promised. You should also include one task that you've been avoiding. Make sure that you develop a "To Do" list that is reasonable. If you have a long report to write, you may want to work only on the introduction or a specific section that day. Allow yourself enough flexibility so that you actually accomplish the tasks on your "To Do" list. Remember that the idea is to gain control over your workload, not add to the frustration.

Before committing yourself to the items that you have listed, look them over to determine if any of them should be delegated to another staff member. More about delegating later.

Time log

Like money, time can disappear without our knowing exactly how it's been spent. A time log can help you see how your time is being divided up so that you can gain control. Edwin Bliss[2] suggests using a time log as a "diagnostic tool every few months or whenever time seems to be slipping away."

Make a chart with two categories (see Figure 1): "Activities" (things you do) and "Functions" (the purpose of doing them). For two to three days, keep track of each 15-minute period. Put a check mark under the appropriate activity and function. Use the note section to describe what you were doing.

Bliss points out that you will find that you had "no idea where your time was really going" and that you'll be able to see areas for improvement. He further suggests that you'll be surprised at the small percentage of time actually spent on top priority items, planning, and exploiting opportunities compared to time spent putting out fires and doing low priority routine tasks.

Paperwork

One of the most monotonous and time-consuming tasks of a manager is the deluge of paperwork. There is no escaping the fact that we live in an era of printed information. The job at hand is to somehow sort through it all, act on what is necessary, and get it off the desk.

This author's personal system of preference is the five basket method: (1) the To Do basket, (2) out basket, (3) filing basket, (4) to read basket, and (5) the wastepaper basket.

The task of sorting through paperwork is best handled through teamwork. You and your secretary and/or other staff should sit down together to determine the types of correspondence and other mail that can routinely be handled without hitting your desk. For example, information requests on your program, whether specific or general can only be answered in so many ways. Have the secretary weed these out and respond. On the rare occasion that someone asks a new question, you can then provide the needed information. If you are anxious to know everything that misses your desk initially, you can read it when you sign the response.

The secretary or staff person who sorts the mail can be advised as to what you consider action items for the To Do basket, or reading. Conference and meeting announcements can be written on your calendar if necessary and thrown away. Or if they are of major importance, filed. Reading materials can be divided up into journals, newsletters, and miscellaneous by putting them in file folders in your basket. If you find yourself reading only half of the material, maybe it's time to cancel some subscriptions or have them automatically filed for future reference.

When in doubt, throw it out. Ask yourself what is the worst thing that could happen if you didn't have this piece of paper. If you can get it somewhere else in the future, throw it out or pass it on to someone else.

Filing

You've heard of Fear of Flying. No doubt there are more people with a fear of filing. This fear leads to papers stacking up all over the office. The intent to have something within easy reach becomes an exercise in futility as it disappears within the "paper mountains."

Think about the projects that you have on-going now and other tasks that you do routinely and make files that can stay next to your desk. Try to limit these to 5 files and be tough with yourself. When a project is completed, sort through the file, throwing out everything but the end result and either add it to the main filing system or pass it on.

Don't keep correspondence lying around to prompt you to remember to do something. Write it on your calendar or To Do list and dispose of it.

Records management

Research has found that 75-80% of files are never used. Costs in filing cabinets and personnel time can be dramatically reduced by changing your philosophy of filing everything.

Meetings

I doubt that anyone has avoided the experience of leaving a meeting wondering what had been accomplished. On the other hand, a well structured meeting can produce amazing results in a short period of time.

Never schedule a meeting without first developing an agenda. Send the agenda to all who will be attending asking them to organize their thoughts on the topics. If possible, share the responsibility for presenting the topics with other attendees. The more accountability on the part of the participants, the greater chance of a feeling of shared responsibility in meeting the objectives.

Attending a meeting that is poorly chaired can be frustrating and embarassing. If you find that no conclusions are reached on topics and the discussion is going in circles, offer to take minutes for the chairperson. This can provide a gracious way of interrupting to find out what decision was reached "for the sake of the minutes."

Delegating

Job descriptions seldom cover the variety of responsibilities that are attended to on a day-to-day basis. It is a good idea to work with your staff to identify specific areas of authority and responsibility. This will enable you to delegate tasks that are in line with the duties of each staff person.

Delegating is one of the toughest management skills to master. There seems to be an underlying fear that the task won't be handled as you would handle it. Of course, this is true but the results can be equally professional.

Delegating has two major benefits. It frees up the manager's time for major decision-making, long-range planning, and opportunity identification. It also permits the other staff members to develop new talents that can be invaluable. Giving employees mundane tasks that no one else would want to do is necessary at times but should not be the only tasks that you give them. When you give an employee a task and tell them exactly how to do it, you are setting him/her up for failure. Stay clear of the syndrome that everything has to be done by you and have your name on it. Learn to make good use of your staff's time and take pride in their achievements. Their accomplishments will be a positive reflection on you as their manager and the department as a whole.

Oncken and Wass (Harvard Business Review) suggest that managers can fall into the trap of what Bliss calls Upward Delegation (181-183). This is when a subordinate or co-worker who was originally responsible for a task ends up trying to make it your responsibility. The person usually gets away with it when the manager believes he/she can do it more easily or quicker. Not only does your acceptance of this responsibility cost time, but it perpetuates a dependency which is not helpful to your staff member or co-worker. A better way of handling is to give guidance but hand back the responsibility requesting firm recommendations - if not decisions.

If you do a good job of delegating, you may feel that you need a system to follow up on important projects that have been assigned - or information on materials that have been promised to you. If you get into the habit of not following up on items people will begin to believe that you weren't serious about the request. Use your notebook and calendar to write reminders for follow-up. Get in the habit of establishing deadlines with assignments and requests. It will help you to plan your time and provide others with a framework with which to work.

Some final thoughts

Edward Bliss suggests that the biggest saver of time is a tactful but firm "No." Decline any request that will not move you closer to your goals. Taking on unnecessary tasks in order to avoid offending others seriously compromises the ability of your office to meet those responsibilities for which it was established.

There are times, of course, when a request from a superior cannot be denied. However, you should use your best judgment to weigh the potential consequences of meeting all requests. Superiors are generally sensitive to facts that demonstrate how a new task can conflict with accomplishing higher priorities already in progress.

TIME LOG

ADAPTED FROM *GETTING THINGS DONE*, EDWARD C. BLISS

DATE	ACTIVITY									FUNCTION					NOTES
JULY 15, 1982	READING	CORRESPONDANCE	PAPERWORK	CONSULTING	PROSP. STUDENT INT.	STUDENT ADVISING	MEETINGS	TRAVEL TIME	PLANNING	OTHER	ADMINISTRATIVE	PUBLIC RELATIONS	STUDENT SERVICES	FINANCE	PROGRAMMING	OTHER	
8:00-8:15									X				X				CHATTING
8:15-8:30		X											X				RE: BARRIER REMOVAL PROJECT
8:30-8:45	X										X						WEEKLY REPORT
8:45-9:00							X						X				TRAVEL TO MTG
9:00-9:15							X						X				" " "
9:15-9:30						X					X						MTG. WITH VOC. REHAB.
9:30-9:45						X					X						" " " "
9:45-10:00						X					X						" " " "
10:00-10:15						X					X						" " " "
10:15-10:30							X							X			RETURN TO OFFICE
10:30-10:45							X							X			" " " "
10:45-11:00			X									X					RETURNED PHONE CALLS
11:00-11:15			X									X					" " " "
11:15-11:30		X												X			COMPLETE HEATH SURVEY
11:30-11:45		X												X			" " "
11:45-12:00									X					X			CHATTING
12:00-12:15																	
12:15-12:30																	
12:30-12:45																	
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4:00-4:15																	
4:15-4:30																	
4:30-4:45																	
4:45-5:00																	
TOTAL																	

FIGURE 1

9

SUGGESTED READINGS

Bliss, Edwin C. Getting things done. Bantam Books, 1976, Paperback, $2.50.

La Kein, Alan. How to get control of your time and you life. New York: Peter H. Wyden, Inc., 1973.

Oncken, Jr., W. & Wass, D. L. "Management time: Who's got the monkey?" Harvard Business Review (November/December 1974).

Townsend, Robert. Up the organization. New York: Fawcett World Library, 1970.

Winston, Stephanie. Getting organized: Time and paperwork. Warner Books, 1978. Paperback $2.50.

THREE APPROACHES TO STUDENT DELIVERY: IMPACT ON STUDENT RETENTION

Lydia S. Block, The Ohio State University

ABSTRACT

Ohio State University is a large state supported institution with a population of 55,000 students. The Office for Disability Services at Ohio State was founded in November 1974. At that time it was called The Office for the Physically Impaired and served primarily individuals with physical impairments. In 1981 the name of the Office was changed to reflect the diverse population that it serves today.

The Office serves approximately 112 mobility impaired individuals, 16 visually impaired, 8 hearing impaired, 158 learning disabled and 57 individuals with other disabilities which include cardiac conditions, chronic diseases and cancer. The Office is staffed by a Director, Assistant Director, a Counselor, a secretary and a typist. It has an operating budget of $118,000, 85% of which is salaries.

A DECENTRALIZED APPROACH

While we offer many services directly, the approach of the Office is largely decentralized. Services we provide directly include taped textbooks, testing accommodation, counseling, peer support groups, one-to-one readers, tutors, study groups and workshops as the need exists.

The Counseling and Consultation Service at the University offers extensive personal and career counseling. The Writing Lab, which is part of the English Department, offers students remedial help with writing and spelling. The Library for Disability Services which is located in the Main Library has a Kurzweil Reading machine which can read up to 225 words per minute, a braille typewriter, Optacons, porta-magnifiers, tape recorders and electronic visual aids.

The Department of Transportation on campus provides four handivans, one adapted large bus, and regular loop buses which all students can use. This year we acquired two Grumman buses with lifts and kneelers. These offer the potential for mainstreaming for both academic and recreational events. The buses have already been used to take students on field trips and to a major league baseball game.

The Speech and Hearing Department provides evaluation and speech therapy and the Psychology Department offers evaluation and consultation. The Recreational And Intramurals program offers a recreation program for physically impaired individuals. These are examples of frequently used services. Many other departments on campus offer services that can be tailored to meet the needs of learning disabled students when appropriate and necessary.

IMPORTANT CONSIDERATIONS ON A LARGE CAMPUS

There are some important considerations on a large campus. The philosophy of our Office is self advocacy. A student is his or her own best advocate. We always support the student and intervene when necessary but it is our goal to help the student learn how to be their own advocate both in academic and social situations. It is difficult to be a student at a large institution and all students must be assertive. A student with a disability often finds him or herself in the position of having to be more assertive than their peers.

Transportation is another critical consideration on a large campus. All students on campus use transportation to some degree. The handivans will make pick-ups within two miles of campus. This allows students to live

off campus. Also important for students who live both on and off campus is attendant care. We provide a referral system for those students who need attendants.

Another important element that is offered is support. There are several levels of support available. The Student Dyslexic Group is a peer support group for students with learning disabilities. This group meets once a month to share ideas and listen to speakers. Informal support is found in our reception area where there are always several students sharing ideas, tutoring each other and offering encouragement. Finally, there is counseling available. A significant number of students like weekly appointments with the counselor. Others stop by on a regular basis just to check-in.

THE LEARNING DISABLED STUDENT

One of the student populations that retention has been a major concern for is that of the learning disabled student. Students with other disabilities need support but often do well academically. Many learning disabled students are dismissed academically before they are ever diagnosed. These students feel that they are lacking the intelligence to do college work and before they ever have the opportunity to do the work they are dismissed. Recently astute academic counselors have been noticing that these students are not working up to their intellectual capacity. With diagnostic testing these students are able to go through a petition process and often get readmitted.

We also have a problem with the learning disabled student who is diagnosed but who doesn't use our services until he or she is close to being dismissed. These students often start using the services as a condition of their retention or reinstatement. Some are still able to find academic success, for others it is too late.

SUMMARY

Offering services does not guarantee that students will use them. On a large campus we don't have the opportunity to follow-up the way we would like to.

Students are encouraged by our Office, the faculty and their advisors to use appropriate accommodation. We have a newsletter which keeps students up-to-date on available services. We are also working on other ways to help us to be more visible. We have alot of students who use everything that they need and they do well. One is currently in Law School, others are in other graduate programs. On the note of successful students I'll turn this talk over to Jan.

THREE MODELS OF HANDICAPPED SERVICES AND THEIR EFFECTS ON RETENTION OF HANDICAPPED STUDENTS-- A PRIVATE COLLEGE PERSPECTIVE

Susan M. Iwinski, University of Dayton

ABSTRACT

The unique characteristics of a particular institution of higher education will have an impact on the students it attracts and the services the institution can deliver most successfully. Provision of support services for handicapped students is discussed from the perspective of a private, four-year university.

The University of Dayton is a private, Catholic university of approximately 10,000 full and part time students. Approximately 80% of the students are from outside the greater Dayton area and live in dorms or in housing surrounding the university. As described in the university catalogue the campus is "76 landscaped acres on a hill overlooking the city of Dayton. The buildings are a pleasantly eclectic architectural mixture of old and new." The oldest buildings on campus were constructed in the 1870's while the newest were constructed in the 1970's. Some of the descriptive characteristics of UD such as its being private, situated on a hill and having eclectic architecture are interesting facts to consider for any student considering attending the university. However, they are crucial facts to be considered by a student who is handicapped since they have a big impact on whether or not the student considers UD to be the best possible learning environment for him/her. The descriptive characteristics also became crucial to the university in the 1970's in its attempts to meet federal standards for institutions of higher learning. For example, " a pleasantly eclectic architectural mixture" may be aesthetically pleasing but structures built in the 1800's are usually not equipped with ramps, elevators and other necessities for some handicapped students. Therefore, physical accessibility was the primary concern of the University in the '70's and is still a factor which must be considered by prospective students and the University. In addition there are several small inclines on the campus which, while not making buildings inaccessible, do make them somewhat difficult to reach by an individual with impaired mobility. Another important descriptive fact which must be considered by all students but especially by handicapped students is the fact that UD is a private institution. Typically private institutions are more expensive than non-private ones and therefore only students for whom finances are no worry do not have to consider tuition costs. Very seldom do you meet a handicapped student especially one with severe handicaps who has no financial worries. The handicap is often a financial drain and the student needs financial assistance for higher education. The financial assistance available to handicapped students through various state agencies is usually not enough to cover the expense of college particularly the cost of a private university or college. My point in describing the features of the University of Dayton is to emphasize that the characteristics of a university will determine to some extent the student population and also the handicapped student population.

CHARACTERISTICS OF THE HANDICAPPED STUDENT POPULATION

I think it is realistic to predict that the University of Dayton will never attract a large number of persons who have impaired mobility because of the physical features of the campus. In addition it is likely that the majority of UD students who are handicapped will come from families who are at least middle class in terms of economic status because of the cost of private institutions. Finally, a large number of students who choose UD do so because of the religious orientation of the school, and this is also a factor in the choice of UD by some handicapped students. The religious orientation of the school is at times a more important factor to the handicapped student than the physical accessibility of the school. Given the above information about the university and the type of student it generally attracts I'd like to describe in general terms some of the attributes of the students at UD who are handicapped and explain how the

Office for Handicapped Students operates to assist them.

First, the population of students who are handicapped at UD to a large extent have disabilities which are hidden or not obvious e.g., sensory deficits, chronic illness or learning disability. Very few students have serious difficulty with mobility. Second, the handicapped student population is small and very diverse, third, the students are reluctant to identify themselves as handicapped and often try to make it in school without support services for the handicapped. Fourth, as a group the students are lacking in cohesiveness or group identity, and fifth, most of the handicapped students are not receiving any financial aid as a result of their handicap. Obviously this description does not hold for each handicapped student on campus but characterizes the group on a general level. These characteristics of the handicapped student population at UD have some important implications for programming and support service appropriate for this population of students.

PROGRAMMING TO FIT THE STUDENT POPULATION

The small number of handicapped students and the diverse nature of the types of handicaps means that often there is only one or perhaps two students with a particular type of handicap. You might ask what difference this makes until you consider the diverse needs of people with different kinds of handicaps and the diverse nature of service that must be offered to meet these needs. It's much easier to get support and funding for a program that meets the needs of 10 students than it is when you have just one student needing a particular service. Therefore, the small and diverse nature of our handicapped student population necessitates that our Office for Handicapped Students have a good working knowledge of all programs, services and clubs on campus which could possibly meet the unique need of a student. Volunteerism plays a very large part in assisting handicapped students on campus. There are many service oriented groups on campus aimed at helping out in the Dayton community. Readers for the Blind, Music Therapy, Cystic Fibrosis Volunteers and Knights of Columbus are just a few. These various groups are often called upon when their particular skill or service can be utilized for a member of the campus community. Developmental skills instructors are willing to provide individualized assistance to students with reading disabilities who need help in adaptation techniques. The psychometrist in the UD testing service has provided us with test proctoring for students when the need arises. K of C students have provided transportation to medical appointments or therapy in an emergency situation. None of these services exist for handicapped students alone but often times an existing service dovetails nicely with a need that may arise out of the Office for Handicapped Students. By keeping abreast of what's available on campus, our office can usually assist a student in finding a solution to his/her need or problem.

One characteristice of the group of students who are handicapped at UD that is both challenging but frustrating is the tendency of the students to not identify themselves as handicapped and not avail themselves of support services until they are having difficulty, either academic, personal or social. On a campus with few outwardly identifiable handicapped students it appears that it's very difficult for students to admit to being a member of a minority group that does not enjoy a high status in our society. Since the majority of the handicapped students are not visibly handicapped most are reluctant to identify themselves as such to the Office for Handicapped Students. Among the students who are handicapped the attitude or feeling which we often encounter is that of wanting to be and feeling they <u>should</u> be totally self reliant. These students do not want to ask for any assistance which might identify them as being less than able-bodied or "normal". Therefore, a strong publicity campaign each year by the Office for Handicapped students becomes very important in order to let students know where to come for assistance and to assure them that it's O.K. to ask for assistance or support. Prior to the beginning of classes each new student is given the opportunity to give information to our office concerning any handicap or medical difficulty which might interfere with their functioning on campus. During orientation sessions for new students the function of the Office for Handicapped Students is explained. In the first few weeks of classes information about our office is passed out in each class and students are encouraged to contact us even if they currently do not need any assistance. This past year we attempted to increase awareness of the entire student population on campus by speaking to service organizations and showing the movie " A

Different Approach" to various groups on campus, including the administration. The Student Association sponsored a Handicap Awareness Day which was primarily an educational and informational project for the entire student population.

The student who does not identify him/herself to our office until he/she is experiencing difficulty is the student who has the greatest probability of being a casualty in terms of retention. Often the student is in academic difficulty before asking for assistance. The student feels isolated and feels that he/she is the only person on campus with a problem which no one understands. Occasionally a student will have already made up his/her mind to quit school by the time he gets to our office. It is this student that we have recently begun focusing much of our attention and energy on. Since we are a small program we sometimes have the advantage of being able to supply immediate and individualized support on a variety of levels to get the student through a crisis situation. This bombardment of support may involve individual counseling, testing, tutoring, study skills, reader service or social support. We may enlist the aid of student volunteers, instructors, program coordinators, psychologists and sometimes even the Dean of Students. Of course this bombardment of support cannot continue indefinitely but it can be provided for a short period of time until the student is over his/her panic and able to make an objective ass ssment concerning the feasibility of staying in school. This emergency support bombardment is not the ideal way of providing the best possible learning environment for a student but it is sometimes necessary in the case of a student who waits until he/she is having serious problems adapting before asking for help. Again volunteerism from individuals and organizations on campus can play a large part in helping a student through a difficult time or situation.

The lack of any group cohesion and/or group identity among students on campus who are handicapped is partly an outgrowth of the reluctance of students to identify their handicap. Assimilation into society at large is usually what we aim to help handicapped students accomplish so these students must form associations and support groups among a wide range of students. However, by going out of his/her way to avoid contacts with other handicapped students a handicapped person denies himself the opportunity for support and understanding from a peer and thus can experience feeling of lonliness and isolation. We strongly encourage students who seem to be isolating themselves is such a fashion to get involved in personal counseling in order to explore their feelings about their own personal worth and self concept. Counseling is offered through the Guidance Center of which the Office for Handicapped Students is a part. On the other hand some students do not actually avoid contacts with other students who are handicapped but find a satisfactory support group elsewhere. As I mentioned before, the religious orientation of UD is the reason why many students both handicapped and not choose the university. For some students who are handicapped their membership in a group or service club with a religious orientation provides them the group identity and support that they need in college. In other words their identification group is based on a religious orientation which seems to be their strongest and most important basis for identification with others. The Office for Handicapped Students encourages students who are handicapped to get involved in some type of group activity whether of a religious nature, one based on career interest, a professional society, service organization etc. We will provide students with a list of organizations which seem to match their interests as well as give them names and phone numbers of persons to contact for information about the group. This is done in the attempt to get students involved socially as well as academically in campus life.

One final goal of the Office for Handicapped Students in our attempt to enhance the learning environment as well as the total campus environment for students who are handicapped is a good communications system between our office and the faculty. I'm sure this is a goal which we have in common with all providers of service in higher education although we may differ in our methods. Our two main functions in contacting faculty are educational and advocacy. With respect to education, we provide each department chairman with printed information about the Office for Handicapped Students and about particular disabilities. We ask the chairmen for help in passing on this information to instructors in the department. We also enlist the aid of the department chairmen each year in disseminating information about our office to each student taking courses in his/her department. The chairman does this through the instructors in the department. In addition to our educational function with faculty we also serve as an ombudsman for handicapped students with the faculty. I know there's a difference in opinion among workers in this field concerning how far

we should go in helping students deal with faculty. We tend to go the extra step, perhaps "hand-hold" a little when students feel they need assistance in explaining their handicap to an instructor or when asking for some special consideration in class. We do this especially for freshmen and students who are new to our office. If the student desires, we make the initial contact with a faculty member but the student is expected to make a follow up contact. These contacts between the Office for Handicapped Students and individual faculty members would be very difficult in a larger program, but for the present we find that it works well, provides students a little extra security and doesn't seem to foster dependency on the part of the student.

CONCLUSION

What is the impact of the services of the Office for Handicapped Students on the retention rate for handicapped students at the University of Dayton? Based on the students who've worked through our office in the two years since I've assumed my position it appears that the retention rate for handicapped students is comparable to that of the university in general, between 80 and 85%. Those students who are handicapped but do not make use of support services have a higher rate of transferring or dropping out than other students. I cannot quote a retention rate on these students since, if they don't keep in contact with our office it is hard to keep track of them. I am, however, confident in stating that the handicapped students at UD who take advantage of the assistance available to them have a higher probability of remaining in school than those students who do not.

In this time of cuts in federal and state aid for higher education the Office for Handicapped Students at UD is not suffering. We started out small and depended heavily on volunteerism. This will remain an important component of our program and one which fortunately cannot be affected by cuts in aid. Although there seems to be a decreasing emphasis on rights for the handicapped in the present federal administration, I have not witnessed any slacking of committment to equal opportunity for the handicapped from the administration or students on our campus.

THREE APPROACHES TO STUDENT DELIVERY: IMPACT ON STUDENT RETENTION

Jan Pettibone, The Ohio State University

ABSTRACT

I am a visually impaired student at Ohio State. I am going to discuss the services offered by the Office for Disability Services that I use. I also am going to talk about the idea of psychological support which is very important to retention.

SERVICES I USE

I use the handivan primarily at the beginning of each quarter to help me find the buildings that my classes are in. I have alot of anxiety about how I am going to get to class on time if I can't find the building. I have to be about ten feet away from a sign to see it, so the handivan saves me alot of time and reduces my anxiety level for the first week of classes.

Another service that has been important to me in the past is the well lighted studios that the Office provides. I use the booths to study because it's the only place on campus with lighting good enough for me. I also have used these booths to take tests in. It makes a big difference when I can take an exam in a quiet place with good lighting. I know this accommodation has helped my grade point because I have used the services from the beginning so that my grades have reflected what I know rather than what I can see.

APPROACHING A FACULTY MEMBER

The staff of the Office has been important to me. Sometimes faculty members don't know what to do with someone who walks up and says, I have a visual impairment and I would like it very much if you would use one inch wide chalk. I also need to take the exams in a special testing situation and would you please make sure that you say everything that you write on the board. Sometimes when a professor is bombarded with all these requests he or she is bewildered and doesn't know how to handle it. Often I am the first handicapped person the professor has ever worked with. When this happens I'll say here's the number of the Office for Disability Services. If you have any questions please call them. They will confirm everything I say and they can help you to help me. I have found that the faculty member feels more comfortable dealing with a handicapped student with the help of a liaison.

THE VOLUNTEER PROGRAM

Another service that the Office provides which is absolutely essential to me is the volunteer program. The Office maintains an extensive, well organized volunteer service. The volunteers read and write tests. I have also used volunteers to do library research. It is very difficult and time consuming to use the library system if you can't see the computer screen and the card catalog.

The volunteers also go through encyclopedia and references for me. I can't skim over material and the volunteers help has been invaluable to me. In the profession I have chosen, Occupational Therapy, I am going to have to do alot of research papers. I am sure if I absolutely had to, I would muddle my way through, but I'm not sure how long a student in my situation could take the frustration and tension without giving up.

EMOTIONAL SUPPORT

The psychological support system that the Office provides is especially helpful to me in reducing frustrations. I had trouble with one professor and I talked it over with the counselor. She helped me compose myself and think about how I was going to deal with this problem situation. I have also found that when I walk into the Office and one of the staff members is around he or she asks how I am doing and if I am having any problems. It is nice to know that there is someone there who is aware of you and who cares about you.

There are often three or four students sitting around the outer Office. Those of us who hang around there use the Office as a home base. There are three or four visually impaired students that I know. I have helped tutor one in Math and there is another person I spend time talking with. We discuss ways to deal with the Bureau of Vocational Rehabilitation. It is important to know what services are available. Besides BVR there is a place called the Vision Center near campus where we get services. Everyone seems to know something different so we share ideas. That is something that will happen on a more consistent basis when the Visually Impaired Support Group is started this fall. Sometimes peers will discuss a problem that they won't discuss with somebody who is a professional. Peers can often encourage each other to go to professionals when it is really necessary. All of this support and the services have helped me to do well and stay in school.

STRATEGIES FOR A DECENTRALIZED DELIVERY SYSTEM

Janet K. Huss, Iowa State University

ABSTRACT

A decentralized delivery system may be appropriate for disabled student services because it fits well with the administrative style of the institution. However, even if the administrative style is one of central authority, decentralized delivery service may be adapted for disabled student services because it builds independence rather than dependence for the individual students.

From this premise, this paper will discuss three strategies for a decentralized delivery service approach.

THE DECENTRALIZED DELIVERY SYSTEM

A decentralized delivery system is defined simply as providing services to disabled students where all students receive that service, whether it is transportation, academic advising, or housing. With this approach, the Handicapped Student Services Office coordinates activities throughout the university and handles direct delivery of services only when absolutely necessary. Often times the service is started in the Handicapped Student Services and after education and training with the appropriate university office, the function is transferred out of the Handicapped Student Services Office.

The responsibilities of the Handicapped Student Services Office in this type of a system are: 1) providing information to the university community, 2) educating faculty/staff in the needs of disabled students and how to best meet those needs, 3) educating students about their responsibilities and rights while at the university, and 4) advocating for the disabled population within the university community.

In order to carry out these responsibilities, the Handicapped Student Services personnel need to know the power structure of the university--both formal and informal. It is essential to identify the persons who will be responsible for given functions so that they can be educated in providing services to the disabled student as effectively as the non-disabled. For instance, if the person responsible for assigning accessible classroom space is a clerk, it is important to deal directly with this person so they understand the need and how to meet the need of the wheelchair users on the campus.

AWARENESS TO ACTION THEORY

In addition, it is important for the Handicapped Student Services worker to be able to move persons from an awareness stage to one of action. A theory proposed by Dr. Virginia C. Jones in her article "Characteristics of a Multi-Cultural Educator" (Jones, 1977) indicates that in the area of multi-cultural approaches to education one must first become aware; secondly, move to acceptance; and finally, reach the stage of action. Movement through these stages is sequential and action cannot be achieved without first being aware and then accepting the validity of the issue. This theory can also be applied to disabled issues. For instance, if persons within the physical plant are in the awareness stage, they may be knowledgeable about how physical barriers present problems for wheelchair users. If they move into acceptance, they believe that the curbs on their campus are problems to some of the students on campus. Moving into the action stage would mean putting together a program to eliminate those curbs and a policy for all new construction to be barrier-free.

(Jones, Virginia Corres. "Characteristics of a Multi-cultural Educator." The Teacher Educator. Ball State University, Vol. 12, No. 4, Spring, 1977.)

The theory can also be applied to the area of attitudes. For example, an issue brought to the attention of the Electrical Engineering DEO (a Departmental Executive Officer) that advisors were telling prospective students using wheelchairs not to attend the university. Apparently, a few of the faculty members were convinced that wheelchair users could not function in the field. Awareness of that issue was presented to the department head; if the Handicapped Student Services had stopped there, nothing would have happened. The DEO's recognition and acceptance of the fact that there was an attitude problem in his department resulting in discriminatory action and that this was an issue to be dealt with illustrates the acceptance stage. The DEO's commitment to discuss the issue in his staff meetings, to have individual conferences with some of the people that were involved, and to call in the Handicapped Student Services Coordinator as a consultant to help resolve the problem are positive action steps.

THREE STRATEGIES FOR DECENTRALIZATION

Keeping the awareness to action theory in mind, there are three basic strategies for a decentralized approach. The first strategy is networking. Networking is building a core of individuals throughout the university in a systematic and conscious way so that there are persons in strategic areas of the campus who are there to work for disabled students on the campus. Building the network involves: 1) identifying key departments, 2) identifying persons within those departments as to power and probability of success accomplishing your goal; and 3) where the ripple effect will most likely occur.

Departments which may be on the list are: physical plant, traffic or transportation, business office, registrar's office, admissions, class scheduling office, faculty department heads, individual professors, and the media/library personnel.

The second strategy is to disseminate information and resource materials to your network, as well as to disabled students. Information dissemination is vital in a decentralized service. There are several methods which may be useful in this process. Newsletters, while directed toward students, will also provide information to faculty and staff. The Handicapped Student Services Coordinator can consciously put into each newsletter articles to raise awareness, an informational article that relates to a particular area of instruction which is important to the particular institution.

"For your information" slips attached to journal articles, film advertisements, book reviews, and newspaper articles are another method of information dissemination. The recepient may file it in the circular file but it goes with a piece of paper that has the Handicapped Student Services Coordinator's name, title, address, and telephone number. Even if the recepient never reads it, it may stimulate them to contact the coordinator when they're having a problem or they have a question because the message has been conveyed to them that the coordinator is interested in what they're doing.

New student information and brochures are really important to give accurate information and can be used in a variety of ways. Packets of materials for prospective students and parents can be used to educate those journalism students who come for the biggest problems for handicapped students on your campus, as well as informational items to educate faculty and staff.

Accessibility maps, often a part of this information, can be used as an advocacy tool; areas which may need attention can be addressed because of the accessibility map. This is often a more positive one than waiting until a student is unable to attend a function because of accessibility features. In other words, the Handicapped Student Services Coordinator can educate as materials that are important to your disabled students are produced.

The third strategy is to use the disabled student as your most important resource. A Disabled Student Advisory Council may help identify problems students are encountering or issues needing addressed. In producing brochures, newsletters, or other publications, disabled students' contributions provide credibility to the areas being explored. In addition, through this process the students develop the kinds of skills that are necessary for them to advocate for themselves which is the essence of a decentralized service system. The Handicapped Student Services Office is teaching students to deal with the people and systems throughout the university community wherever they may be having contact because of their skills and interests.

Workshops and in-service are other ways to involved disabled students. Faculty in-service presentations where handicapped students make panel presentations, talk with them on an informal basis, or interact in small groups of 10 to 15 are very successful. Again, the benefits for students are that they learn

communication skills, assertiveness, and confidence from interacting with the faculty and staff. Faculty and staff learn, but the students also develop skills in the process.

Decentralization is as much a philosophy as an approach to service delivery. It is a decision that staff time and energy within the Handicapped Student Services Office be spent in educating the entire university community (students, faculty, and staff) to provide an environment for a successful college experience for all students.

LIMITED STAFF, TIME AND BUDGET - THE SYSTEM IS THE ANSWER

Richard W. Harris, Ball State University

ABSTRACT

Surviving if not thriving is a main goal of handicapped services programs during these times of cuts, confusion, and concern. For a great number of us a shortage and continued diminution of resources--staff, time, and budget--presents a formidable challenge. While it cannot be argued that less is better, it can be shown that the utilization of a philosophically sound and systematic approach will enable coordinators to get more for less. In this field in which there is a necessary heavy emphasis on personal contact a coordinator can easily become bogged down and burned out without realizing that there is a better way. Goal setting, management and system need not and should not be dirty words in this field.

This paper will discuss topics including: If you don't know where you are going, you won't know when you get there; spreading the ownership; paperwork as savior; expropriating ideas; inexpensive and plentiful labor; avoiding the rescue trap; and money for the asking.

Planning

"If you don't know where you are going, you won't know if or when you get there". . . a trite cliche to be sure, but it's a very true one! In addition to a yearly set of goals, it is most useful for an office of handicapped services to have a statement of program philosophy, direction and goals. Certainly one recognizes that plans change as times and circumstances dictate, but the act of sitting down and committing to writing that which you are all about is a most important activity. Further, there can be no true evaluation unless there are pre-determined goals and objectives to measure against.

Avoiding the rescue trap

Avoid the rescue trap. The opposite of the rescue game is the empowering or enabling of disabled students to do for themselves. In fact, it is barely a slight exaggeration to say that every interaction, exchange or communication between a handicapped services office and student should contain a teaching or self-help component. The rescue trap can be a tremendous time waster for you and extremely debilitating to students. If you insist on mounting your white horse and riding to the rescue of your disabled students, you will have no time left for anything else.

One of the most glaring examples of the rescue or "milk of human kindness" approach that service coordinators often deal with is the academic transcript. Inflated high school grade reports can create some admission and course placement ramifications, but the greatest area of concern is in assisting faculty away from their need to be rescuers and gift givers. An excellent piece on this subject was written by Joel Mugge of Augsburg, Minnesota, College entitled, "I Was Only Trying to Help So I Gave Her a B."

Since disabled students generally encounter few persons who will give them honest and realistic feedback, much of this task will often fall to you. The combination of professional judgment and experience can help you determine when direct talk is appropriate, perhaps even including the admonition to a student, "Do it yourself!" This empowering approach becomes a win-win situation in that the disabled student gains insight and self-direction and the service coordinator frees up valuable time for worthwhile and productive pursuits.

A very worthwhile reading on this subject is found in the 1981 AHSSPPE Proceedings, "Empowering vs Rescuing: Working with Disabled Students" - Patti Hague.

Paperwork as savior

Paperwork as savior may sound strange when many of you feel you are drowning in a sea of paper. An analysis of the type of paperwork we are doing is definitely called for. Are certain types of correspondence used repeatedly but basically written from scratch each time? Are notes and information on students stored on all different sizes and types of paper? Is there a readily identifiable system for calling up information on your students and other program aspects?

It may well be that you or perhaps an outside party may need to do a "paperwork trail" study with an eye toward developing a set of forms, form letters and information pieces that will set you free for other important work. To those who might consider this approach as impersonal, two responses might be considered. Well-designed paperwork (even form letters) can include the appearance and reality of personalizations with some creative thought and effort. Good graphic layout and quality printing should not be ignored. Second, proper management of paperwork creates time for you to spend with students and other important people--a most personal and worthy objective.

Examples of forms to have at the ready might include:

- Basic communication forms (a single page to track materials sent/returned, admissions and housing status, etc.)
- Prospective reader, tutor/notetaker, or attendant forms
- Abilities/disabilities questionnaires (aid in service delivery)
- Handbook (information manual) for each disability group

Initial development of a useful set of paperwork is a challenging task but one which pays dividends for a long time to come.

Expropriating ideas

Establishing, improving or expanding a handicapped services program can appear to be an overwhelming challenge, particularly to the person new to the field. Take heart, there is good news! The answers, information and ideas are out there and they are yours for the asking. Additionally, they are fairly inexpensive and oftentimes are free.

The field is at a unique age--old enough to have developed a substantial body of ideas and literature but still young enough to be peopled principally by folks who are open, sharing, and not hung up on who "owns" the idea. Many of the veterans in this field have given away the equivalent of many thousands of dollars in ideas, consulting time, and phone advice as well as paperwork sharing.

To most of us who are not blessed with tremendous creativity, a large staff, or unlimited time the use of other people's proven ideas, plans and procedures are a real necessity. In addition to help from individuals, various organizations such as AHSSPPE and HEATH have produced a veritable plethora of quality materials in the last several years. A careful reading of the Proceedings from the AHSSPPE conference, the Annotated Bibliography and the ALERT, for instance, would start to fill the information gap very quickly.

Most folks who have been in this field for any length of time have received numerous mimeographed letters that begin with "Tell me everything you know," or "Send me everything you have." Instead of this approach, selective personal inquiries should be made. Individually typed, personally signed letters asking specific questions on a limited range of topics stand a much better chance of gaining a thorough, thoughtful response. A self-addressed, stamped reply envelope can also be very helpful. An offer to share your own materials or findings (if surveying), as well as a thank you note, are also most appropriate. It's hard to convince somebody to take time out of their busy schedule to aid you if you apparently haven't taken much time out of your day to make the inquiry.

It is important to remember that the provision of handicapped student services varies greatly from campus to campus. Therefore, one ought not to adapt programs from another to your own in a blanket fashion. However, there are many approaches and ideas that are very adaptable to multiple settings.

Be a user of and a contributor to the information flow system.

Money for the asking

Many of us may have passed up some dollars in past years because of fear of the Jerry Lewis stigma (poor, dependent disabled folks with their hand out) and because of a belief that funding for handicapped programs ought to be hard institutional budget money. Harsh economic reality has caused many program coordinators to reconsider their approach to fund-raising. There is a comfortable and systematic approach for dealing with the above-mentioned concerns and bringing in a significant sum of money.

Discuss and reach an agreement with potential donors before the gift is made. There will be no plaque attached to the purchase or gift. Plaques and similar designations tend to suggest to disabled students that this use of a piece of equipment or a mobility consideration is a privilege brought about through some individual's or group's largess. For instance, one institution solicited funds for curb ramps from campus organizations and then let those groups write a message of recognition in the concrete. Several angry students used a sledge hammer to deal with what they perceived as a charity approach to a basic right of crossing the street. Potential donors are told that they will receive a gracious thank you note, tax considerations when possible, and lots of warm feelings but not the type of perpetual public recognition that might tend to embarrass the students.

Develop a specific "want and wish" list. Most individuals prefer to give for a specific item or goal rather than just give for the general cause. Have a prepared list describing items and their cost. When you have tactfully inquired how much the giver has in mind, you are ready to suggest a purchase.

Inform and help groups organize. Believe it or not, there are many individuals and groups looking for worthwhile projects to which they might donate some money. Subtle and low-key communication regarding your needs can be accomplished through a variety of means. Organizations that are leaning toward assisting you might need a speech or a show-and-tell session where they actually see, hear, or touch what it is they might be purchasing. You may also help a group organize a fund-raiser--an example might be residence halls or Greek groups putting on a rollerskating or dance marathon. By helping organize you can reduce the maudlin "charity" content. By identifying very visible needs and goals (i.e., elevator adapter controls for old main), you can encourage and enhance the project.

Stretch your limited dollars. Assuming that even with successful fund-raising projects you still lack the resources for capital projects, try the ripple effect. Often if you write to a particular area or budget unit and suggest that you can offer "X" amount of dollars toward a project and include a rationale and need for the project or equipment, you will find that your seed money may unlock the rest of the funds to complete the project. Try it!

Inexpensive and plentiful labor

A number of advantages can be found in using handicapped graduate or undergraduate students as office employees. A significant advantage is that the handicapped student will bring to the job some natural experience and insight as a result of being handicapped. The handicapped student employee may also provide an automatic communication link with other handicapped students and nonhandicapped students interested in handicapped student services. The influence within peer groups may be invaluable to the development of advocacy and student involvement.

Cost efficiency associated with using student employees is significant, especially if work study can be utilized. The experience of functioning on a real job can be highly educational for the handicapped student and can also be an advantage for the student's work experience and reference record later.

Several disadvantages may be associated with handicapped student employees. Combining work with a student's study load might be hazardous if the student is not prepared for the demands of both work and study. Another factor to consider is the time frame of the school year. The student's work schedule will be dependent on the university time operation; holidays, vacations and summers may prompt a high rate of turnover. A further philosophical concern evolves from the idea that the handicapped may be the best qualified to work with the handicapped. This particular idea of course is open to debate, interpretation, and circumstance and, in fact, may be unfair to qualified and competent nonhandicapped persons. The fact that a person is handicapped does not insure that he or she is naturally qualified to work with other handicapped persons. However, a well-planned training can make the paraprofessional a valued employee. The track record of such employees has been a good one at many colleges and universities.

Spreading the ownership

An old axiom says that people tend to support what they have a hand in creating, another says that there is "no end to accomplishments if there is a lack of concern as to who gets the credit."

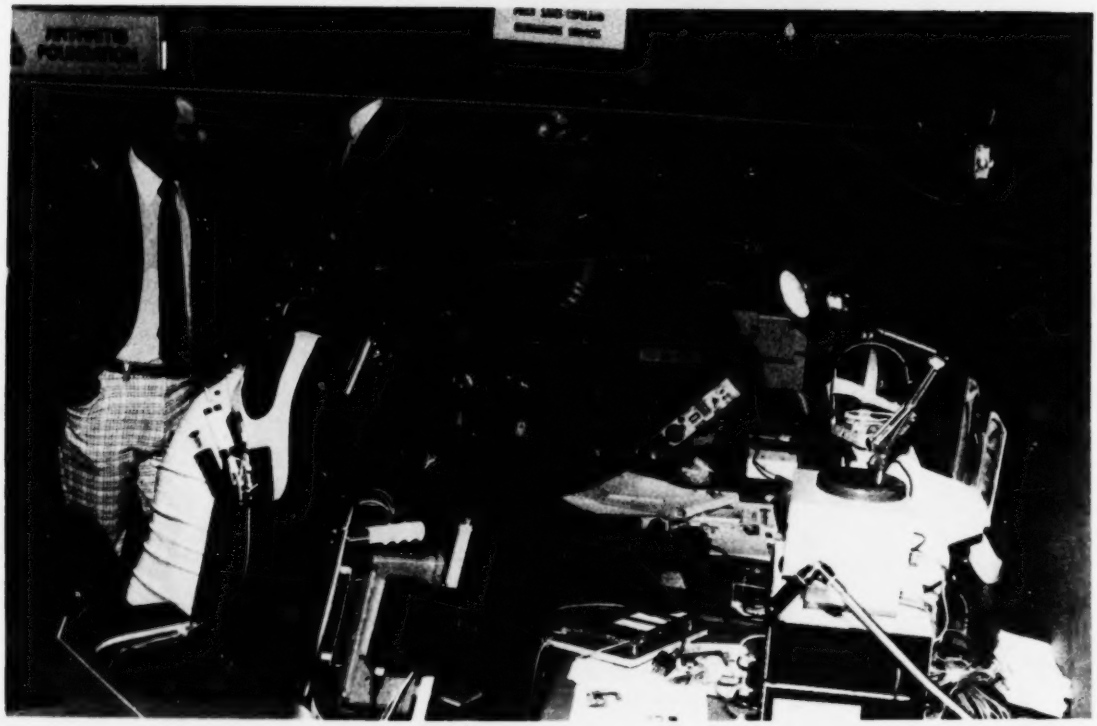
The size of the handicapped services staff on a college or university campus should be approximately equivalent to the number of faculty and staff with quite a few students added in for good measure. While that may sound grandiose, it nevertheless is an ideal to work toward.

Even if there were a possibility for ample money, staff and time, one could make a very good case for continuing to spread the ownership and responsibility for working with disabled students on the widest front possible. There are few offices of handicapped services in the real world and, therefore, to allow disabled students to become unduly dependent on specialized services can have a debilitating effect. Students must learn basic assertiveness skills and how to swim in the mainstream, institutional savvy if you will.

The wise service provider spends a lot of time doing in-service training to prepare other staff and units to do "their job." When they are doing their job vis'a vis' disabled students, your own limitations of time, budget, and staff will not be nearly so severe.

In a decentralized and facilitative approach to service delivery for the handicapped, shared responsibility is the core element of the services delivery process. The Handicapped Services Coordinator must be a person who can implement the shared ownership concept in an effort to foster responsibility for handicapped students' education, integration and involvement throughout the campus. Along with that sharing of responsibility, though, must also be a sharing of credit for contributions. It is vital to acknowledge a job well done or an innovative idea from a faculty person who may have assumed the responsibility for helping a handicapped student participate equally in class. An annual recognition program (luncheon) might be instituted to publicly thank those who have gone above and beyond. Award certificates (suitable for framing and wall hanging) not only give credit but serve as ongoing reminders of an individual's commitment.

Nobody would argue that less is truly better in providing a quality service program. However, the economic realities of post-secondary education coupled with a philosophical approach of providing for maximum growth and independence for disabled students suggests that some of the ideas described above have real merit.



ATTENDANT CARE: LOOKING AHEAD TO INDEPENDENT LIVING

Jacob L. Karnes, Jr., University of Kentucky

ABSTRACT

There is no universal method for establishing attendant care on a university campus. Each university and state has different characteristics which influence the structure and nature of attendant care. As these characteristics change and are changed by the program, the Attendant Care Program (ACP) should evolve with a goal of providing reliable attendant care and the development of life-long independent living skills for disabled students. The University of Kentucky is one example of a developing program.

Background

Quadriplegics and others with "severe" disabilities were attending the University of Kentucky several years before the ACP was established, largely because of a rehabilitation hospital near campus and the existence of a Handicapped Student Services office. In conjunction with the Bureau of Rehabilitation Services, individuals lived at the hospital and attended classes at the university. The hospital provided transportation to and from campus, medical care (if needed), meals, tutoring, counseling and orderly care. At the time Handicapped Student Services was established in the Fall of 1970, there were at least six students enrolled who needed attendant care. Of the six students, two lived at the rehabilitation facility, one lived with parents and three hired their own attendants. Of the three, two lived in the residence halls. By the fall of 1977, there were at least 27 students enrolled who needed attendant care. Eleven resided at the hospital, three lived at home, two lived in the residence halls and eleven in apartments. The latter two groups were constantly plagued with crisis after crisis of trying to find and keep reliable attendants. Several disabled students per year dropped out of school or returned to the hospital because of these negative experiences.

The students who lived at the hospital also had less obvious, but vital needs not being met. They were not usually included in the social and cultural learning experiences associated with the adventures of campus life. They primarily needed to be a real part of campus activities - to experience living in an able bodied environment and being responsible for making most decisions about their life even such mundane activities as what, when and where to eat.

The major catalyst, however, for starting an ACP on campus, was the rapidly increasing costs to the Bureau of Rehabilitation Services for the students living at the hospital. As a result, a planning committee was formed and was comprised of representatives for the Bureau of Rehabilitation Services, Handicapped Student Services, staff from the rehabilitation hospital, two spinal cord injured students and a physical therapist from the University of Kentucky Medical Center. This committee first met in 1977 in an effort to organize a Bureau of Rehabilitation Services funded, University based ACP for the spring 1978 semester.

ATTENDANT CARE PROGRAM

An ACP coordinator located at the Handicapped Student Services office supervises the program and training of attendants. Attendant care is provided to students on a shift basis with no live-ins. The care is provided seven days a week from 6:00 a.m. to 10:00 a.m. and 9:00 p.m. to 1:00 a.m. The attendee is responsible for his attendant care during the times attendants are not working; thus, each disabled student is provided a list of on-call attendants for these times. Attendants are to provide care only for the activities that the student is incapable of performing himself.

Characteristics affecting Attendant Care Program structure

1. guidelines imposed by the funding source;
2. community and university medical and rehabilitation sources;
3. degree of accessibility of campus housing;
4. arrangement of campus living units;
5. university policies, especially those for housing;
6. attitudes of the "disabled community" and their families or friends;
7. degree of accessible transportation on and off campus;
8. effectiveness and philosophy of rehabilitation centers who create expectations of methods of attendant care and mold mental outlook toward the disability;
9. guidelines and philosophy of the Bureau of Vocational Rehabilitation Services and Handicapped Student Services toward the Attendant Care Program;
10. size of potential attendant pool;

Program development, changes and problems

1. The first attendees had been living in rehabilitation facilities for years. As a result, there were many adjustment problems associated with their deinstitutionalization. Although some minor changes were made in the program to help the attendees, their adjustment occurred primarily as a result of continued contact with able bodied students, support from the residence hall staff, and after the first semester, contact with attendees who had not been institutionalized.
2. The residence hall staff which directly supervised the areas where the attendees lived were unsure of their responsibilities to this special student group. They were frustrated by the new unanticipated problems. Improved communication between the Handicapped Student Services office, the attendants, attendees and the residence hall staff resolved most of these problems. The patience and commitment for a successful ACP, on behalf of the residence hall staff, made it possible to continue and improve the ACP.
3. During the first few semesters of the program, a conservative approach was taken with attendees' skin problems. If a problem developed they were frequently told to withdraw from school until it was healed. A new therapy center in the community provides the attendees with medical care and advises ACP on the correct treatment and care of skin problems. As a result, our attendants do skin care and fewer attendees withdraw. Due to the attendees' susceptibility to and the instantaneous erruption of skin problems, a written semi-monthly skin condition report is provided by the attendants to the ACP coordinator.
4. Attendees in the residence halls were originally assigned private sleeping rooms because of the nature of attendant care and the arrangement of residence hall rooms. Attendees now have another roommate who is also on the ACP. This allows for more efficient attendant care and more importantly gives the students the opportunities of learning to live with someone else.
5. Because of the construction of new accessible apartments, the ACP was expanded to serve students who preferred apartment life.

6. Initially, all attendees received twenty dollars per week from the Bureau of Rehabilitation Services to pay for the services of on-call attendants. This financial assistance was eliminated because it was ascertained that the attendee had the financial resources and needed the responsibility for this phase of attendant care and money management.

7. A standard form was designed for evaluating a prospective student's activities of daily living (ADL) skills and medical status because of consistent inadequate information. The form is also used to determine eligibility to the program and exact nature of required attendant care. (See Appendix I)

8. After several semesters, with only male attendants, female attendants were granted permission to work in the male residence halls.

9. Because of the diversity of attendants (students, non-students, sex, age, etc.) it was decided after a couple of years, that the attendants should carry a special identification card while working in the residence hall.

10. The accessibility of our residence halls has improved living conditions for ACP students.

11. Budget cuts, at the state and federal level, created some funding problems for the Bureau of Rehabilitation Services. Thus, a rehabilitation counselor was assigned the caseload of all ACP students and given the responsibilities of ACP Coordinator. The attendant care coordinator had previously been a staff member with the Handicapped Student Services office whose salary was paid with Bureau of Rehabilitation monies.

12. We learned that attendants needed close supervision; therefore, "head attendants" were designated to be responsible for the on-site supervision of attendants.

13. In an effort to give the attendees more responsibility for their care, the attendees living at the apartments were given the responsibility of hiring, supervising, and scheduling the work hours of the attendants.

14. Originally the attendants did not provide intermittent catheterization; however, due to the continued need for this service, it is now provided during the work shifts.

15. Medical supplies for ACP students were formerly purchased by the Bureau of Rehabilitation Services through local pharmacies. Many of these items are now purchase through the University Medical Center at a substantial savings. These supplies are now readily available to attendees at the Handicapped Student Services office.

Looking ahead

In contrast to attendees living at the apartments, those residing in the residence halls, even after several semesters, are given little responsibility for their attendant care. Adjustments should be make in order that they learn to be responsible for all facets of their attendant care.

Although the ACP does serve as a resource for off-campus students or non-students who need attendant care, it needs to develop its resources to such an extent that it can be a major influence for those in the community who need attendants.

There are some university students who need special physical support services that have not traditionally fallen under this category. Presently there are several cystic fibrosis students who need assistance with respiratory therapy and are not a part of ACP. It is hoped that we can justify adding them to our program.

APPENDIX I

STUDENT EVALUATION FORM

STUDENT'S NAME: _____

Disability: _____

Date of Injury: _____ Function 1 Level: _____

Physiological Level of Injury: _____

Physical Rehabilitation Program Location: _____ and

Date Program Completed: _____

1. Personal Hygiene Routine

Will student need assistance with:

Shower	No Standby	Minimum	Maximum
Wash face at sink	No Standby	Minimum	Maximum
Wash hair in shower	No Standby	Minimum	Maximum
Transfer from wheelchair to shower chair	No Standby	Minimum	Maximum
Shave	No Standby	Minimum	Maximum
Comb hair	No Standby	Minimum	Maximum
Brush teeth	No Standby	Minimum	Maximum
Clip Nails	No Standby	Minimum	Maximum

COMMENTS: _____

_____

II. Dressing Routine

Will student need assistance with:

Underclothes on and off	No Standby	Minimum	Maximum
Socks on and off	No Standby	Minimum	Maximum
Button shirt	No Standby	Minimum	Maximum
Zip zipper	No Standby	Minimum	Maximum
Buckle belt	No Standby	Minimum	Maximum
Completely take outerwear on and off	No Standby	Minimum	Maximum
Shoes on and off	No Standby	Minimum	Maximum
Braces or prosthesis on and off	No Standby	Minimum	Maximum

COMMENTS: _____

_____

STUDENT EVALUATION FORM (PAGE 2)

III. Urinary Routine

Description of bladder program:_____

_____

Will student need assistance with:

Caring for urinary equipment	No	Standby	Minimal	Maximum
Emptying leg bag	No	Standby	Minimal	Maximum
Testing urine pH	No	Standby	Minimal	Maximum
Intermittent catheterization	No	Standby	Minimal	Maximum
Condom catheter	No	Standby	Minimal	Maximum
Transfer to and from commode/commode chair.	No	Standby	Minimal	Maximum

COMMENTS:_____

_____

IV. Bowel Routine

Description of bowel program:_____

_____

Will student need assistance with:

Suppository insertion	No	Standby	Minimal	Maximum
Digital stimulation	No	Standby	Minimal	Maximum
Transfer to and from commode/commode chair.	No	Standby	Minimal	Maximum
Clean up after bowel program	No	Standby	Minimal	Maximum

COMMENTS:_____

_____

V. Skin Care Routine

Describe special mattress:_____

Best position for sleeping hours:_____

What is student's turning schedule?_____

Can student go from 1:00 a.m. to 6:00 a.m. without being turned?

Yes No N/A

Description and treatment of open areas:_____

_____

STUDENT EVALUATION FORM (PAGE 3)

V. Skin Care Routine (Continued)

Will student need assistance with:

Pressure relief	No Standby	Minimal	Maximum
Turning	No Standby	Minimal	Maximum
Skin inspection	No Standby	Minimal	Maximum

COMMENTS: _____

_____

VI. Respiratory Care

What respiratory care is indicated?

Percussion: _____

Postural Drainage: _____

COMMENTS: _____

_____

VII. Manual Dexterity

Will student need assistance with:

Feeding self	No Standby	Minimal	Maximum
Cutting meat	No Standby	Minimal	Maximum
Taking medication	No Standby	Minimal	Maximum
Procuring objects from night table	No Standby	Minimal	Maximum
Opening and closing doors	No Standby	Minimal	Maximum
Unlock doors with key	No Standby	Minimal	Maximum

Is student capable of:

Using pen/pencil	No Standby	Minimal	Maximum
Using typewriter	No Standby	Minimal	Maximum
Using adaptive or speaker telephone	No Standby	Minimal	Maximum
Turning pages of textbook	No Standby	Minimal	Maximum

COMMENTS: _____

_____

VII. Mobility

List contractures: _____

_____

STUDENT EVALUATION FORM (PAGE 4)

VII. Mobility (continued)

Does student use (Give serial numbers AND brand name):

Manual Chair:_____

Electric Chair:_____

Describe transfers:

Wheelchair to/from bed:_____

Wheelchair to/from car:_____

Wheelchair to/from commode/commode chair:_____

Does student manage exercise program independently?

COMMENTS:_____

_____

VIII. MEDICAL INFORMATION:

Lexington Physician:_____

Address:_____

Telephone:_____

LIST MEDICATIONS:

List recurring medical problems:_____

_____

_____

List equipment needed:_____

_____

_____

SIGNATURE:_____DATE:_____

Physical Therapy_____

Occupational Therapy_____

Nursing_____

Other_____

A NEW APPROACH TO THE TREATMENT OF THE BRAIN-INJURED CLIENT

Lynda J. Perez, Transitional Living Center

ABSTRACT

Last year in the United States, of over one hundred thousand people who suffered injury from motor vehicle accidents, between twenty and fifty thousand suffered injuries severe enough that resulting intellectual and behavioral deficits preclude their ability to lead a normal life. Until recently, the severely brain injured have been treated in facilities for the mentally ill or mentally retarded, depending on the behavioral and emotional manifestations of the brain damage. Neuropsychological research in the past few decades has, however, provided knowledge about brain injury which indicates the need for a further look at treatment. The goal of this paper is to discuss: first, the long term cognitive deficits of a brain injured person; second, the philosophy of the Transitional Living Center, an alternative treatment program to be opened in Galveston, Texas in September, 1982; and finally, a description of the treatment components being developed to address the varying needs of the brain injured client.

RESULTING COGNITIVE DEFICITS

The following is a list of brief definitions of the most frequently occurring cognitive deficits which, without remediation, do not recover spontaneously and are a major contributing source of the failures experienced by brain injured persons, particularly in vocational settings:

Short-term memory - the inability to recall recent information

Visual memory - the inability to retain a "cognitive map" of the juxtapositioning of objects, or the way to get from place to place without written instructions

Aphasia - the inability to accurately receive or express verbal messages

Anomia - the inability to recall the names of objects

Abstract reasoning difficulty - the inability to use logical or inferential reasoning in problem solving tasks

Planning difficulty - the inability to develop a strategy for problem solving

Visual information processing difficulty - the inability to accurately perceive visual stimuli

Scanning difficulty - the inability to consistently respond to a determined stimulus when scanning a series of stimuli

Left neglect - the failure to recognize the left half of the visual field

Slowed reaction time - the increased time between the recognition of a stimulus and the corresponding response

Impaired judgment - the inability to accurately size up a given situation

Distractability - the tendency to respond to irrelevant stimuli rather than an assigned task

Concentration disorders - the inability to maintain concentration on a given task

Anticipatory behavioral disorder - the inability to recognize and act upon cues that indicate the presentation of a stimulus and exhibit a future oriented behavior toward the anticipated stimulus

Poor impulse control - the inability to control impulses which, due to brain injury, are unpredictable and often inappropriate

Poor inhibition control - the inability to adequately control one's inhibitions

Perseveration - the repetition of a behavior after it is completed (for example, continuous tracing of a geometric shape when asked to draw one)

Confabulation - the continuous inclusion of false or irrelevant information when speaking

PHILOSOPHY OF THE TRANSITIONAL LIVING CENTER

In the past, the rehabilitation of brain injury has been based on the premise that spontaneous recovery of brain function occurs within the limit of one year past injury. Thus, traditional therapies have been employed (physical, occupation and speech therapies) within that time frame to address the most obvious rehabilitation needs. More recently, since neuropsychological evidence of further recovery after the one year limit has been presented, there has been in addition to traditional therapy, new focus on cognitive therapy with the traditional individual group and individual therapies.

A typical "patient" has, then, since his injury spent over a year first in an acute medical treatment program, then when medically stable, moved to a rehabilitation facility where he undergoes months of physical, occupational, speech and possibly cognitive and/or psychotherapy. After approximately one year, when the patient has reached his maximum level of functioning (plateau) by the above mentioned therapeutic definition, he will frequently be continued as an outpatient for more of the above mentioned therapies. It is at points shortly following termination of therapeutic intervention that patients begin to experience failure. Family members and employers report that a patient has changed: that he is no longer able to function at an acceptable level and is unable to maintain satisfactory interpersonal relationships.

Significant data has been examined lending credence to the validity of cognitive retraining in improving some of the intellectual functions of the brain, but again, results indicate an impracticality in that increased ability to perform a given task within a therapeutic framework does not generalize to an increased ability to perform similar real life tasks. For example, a person being trained in a visual information processing task (VIP) showed increased ability when pre-test and post-test results were compared, however, the ability did not generalize to an increased ability to process visual information in an unstructured real life setting.

What phenomena occurs then, when intervention is terminated, that makes patients deteriorate when therapeutic stimulation is withdrawn? The Transitional Living Center is a non-medically based program which has been developed to identify some of the issues that contribute to such regression and failure and to develop further treatment after traditional treatment programs have failed. The philosophy of the Transitional Living Center is based on several assumptions around which the program is being developed:

1. That unlike the mentally ill or mentally retarded, person with brain injury maintain intellectual functioning in terms of awareness that they have experienced drastic changes in their lives;
2. That brain injured people have been too long identified as patients and need to assume the roles of responsible citizens;
3. That brain injured persons need a place and time for realistic evaluation and understanding of their deficits and to learn methods of compensation in as many areas as possible;
4. That brain injured persons frequently need to relearn or practice social and interpersonal skills;
5. That in order to maximize the potential of the person, the skills developed in traditional therapy, particularly cognitive retraining, a process must be developed to generalize the learning to real life situations;
6. That the Transitional Living Center will monitor the individual's attempts to regain independence.

THE TREATMENT PROGRAM

The following is a description of the treatment components of the Transitional Living Center program as they exist in an experimental preoperative phase. The program is being carefully designed so that growth and change occur as new knowledge is gained. All issues will be addressed as a cohesive team in an effort to carefully integrate the components.

Neuropsychology

Neuropsychology is the science that is the result of the marriage of clinical psychological observation and brain anatomy. The role of the neuropsychologist in the Transitional Living Center will be to provide anatomical information

about the client, then explain the behavioral manifestations. The translation of such information is necessary to determine 1) goals and objectives for each individual, and 2) to develop viable methods of treatment, as anatomical problems from the injury differ from individual to individual. In addition, the neuropsychologist will guide other professional staff in developing cognitive retraining tasks, and conduct new research as the program develops, to examine the validity of the individual treatment components. Research will also be conducted to examine for which types of brain damage the rehabilitation process is most effective.

Vocational Training

The purpose of vocational or work training is to assess the work related skills of the individual and to build whatever additional skills may be necessary for him to gain employment. Because it has been observed that past failures at vocational trials have occurred not only because of inadequate skills, but also because of poor work habits, and poor interpersonal abilities, the work training will also include training in time management, appropriate dress and behavior on the job, as well as skills for self assessment.

The role of the Work Trainer will involve the education of prospective employers around the needs of people with brain injuries in vocational settings and client advocacy with the public and private employment sectors to obtain possible client positions. The Work Trainer will also function as a liaison between the employer and employee after a person has been hired, to monitor job performance and address any issues that may arise to prevent, if possible, the person's being fired. The Work Trainer may also learn specific skills related to a given job prior to a person's being hired, and subsequently train an employee for a specific position.

Recreational Therapy

The purpose of recreation as a treatment component is twofold. Primarily, in a recreation setting, the overall physical, emotional and interpersonal functioning of a person can be assessed in a non-threatening situation where the person does not feel the stress of needing to live up to the expectations of a therapist in a more traditionally structured situation. With the removal of the fear of failure, the person often is able to perform at a level which more accurately indicates his capabilities.

Secondly, through recreation therapy the person can learn leisure time management which is a major issue in the rehabilitation process. Consider that, because of their physical limitations, cognitive dificits, and the tendency to become fatigued more rapidly, persons with brain injury commonly have not been able to a) maintain full-time employment, or b) maintain satisfactory relationships. Consequently, they experience more "free time" and tend to become isolated. Such persons must learn the importance of leisure time, and to choose activities that are realistic in terms of their physical limitations, financial means, and need for interpersonal reationships. Within recreational settings, people are able to practice and integrate skills developed in other areas of treatment, as well as to mingle with staff, as equal human beings, thus diminishing traditional roles of "patient" and "therapist"

Adaptive Living Therapy

It has been observed that when a patient has been discharged from residential or outpatient therapy, the person often fails to make a satisfactory adjustment to the real world. The supposition is that failure occurs because the person who has existed so long as a patient is suddenly expected to "be well" and assume the responsibility of decision making for which he is often unprepared. Behavior which before one's injury was automatic, now requires conscious effort, maximum cueing, and a great deal of practice before it is again automatic. The purpose of adaptive living therapy is to develop skills, organizational abilities, and mnemonic devices and/or other cues to accomplish tasks, until they can be mastered independently. The Adaptive Living Therapist will be responsible for training clients to manage all usual tasks involved in daily living, including housekeeping, meal planning and preparation, transportation, clothing care, budgeting, safety, and using community resources as needed.

Auxiliary Staffing

The professional staff is assisted by a team of aides, houseparents,

secretarial staff, administrative staff, and volunteers.

Integration

The impact of the program lies not within the individual program components, but within the careful integration of the components such that skills are being developed in generic areas and practiced in every other area. The design of the program is that all staff participate in developing the individual treatment plans and that each staff member functions as the case manager for designated clients.

In addition to the vocational, adaptive living, recreation, and neuropsychological interventions, previously described cognitive remediation and individual, group, and family therapies will be provided by the professional staff. All activities will be multipurposeful and carefully orchestrated to maximize the effects of the treatment process.

The previously described systematic and holistic approach to the rehabilitation of brain injured persons within a residential facility has been designed for such persons who in the late recovery stage are still in need of such intervention to regain independence.

Resources

Luria, A.R. The Working Brain, an Introduction to Neuropsychology. Basic Books, Inc. N.Y., 1973.

Ben-Yishay, Y.; Rattok, J.; Ross, B.; Lakin, P.; Silver, S.; Thomas, L.; and Diller, L. Working Approaches to Remediation of Cognitive Deficits in Brain Damaged Persons. Rehabilitation Monograph Numbers 59, 60, 61, 62 and 64. New York University Medical Center, Institute for Rehabilitation Medicine, 1978 - 1982.

REHABILITATION OF THE BRAIN-INJURED STUDENT: AN ALTERNATIVE

David M. Rice, Elwyn Institutes

ABSTRACT

This presentation concerns three basic areas: one, statistics; two, basic facts of rehabilitation programs for the head-injured; and three, a presentation of the comprehensive residential, vocational rehabilitation program offered by Elwyn Institutes for the head-injured client.

REHABILITATION OF THE BRAIN INJURED STUDENT: AN ALTERNATIVE

I. Statistics regarding frequency and severity of head injury.

II. Basic facts of rehabilitation programs for the head injured
   1. Stage I: Acute care hospitalization/rehabilitation hospitalization
   2. Stage II: Rehabilitation hospital
   3. Stage III: Rehabilitation center

III. Elwyn Institutes Head Trauma Treatment Unit - Stage III

Philosophy:

The philosophy of Elwyn Institutes' Head Trauma Treatment Program (HTTP) is to provide intensive, individualized rehabilitation services designed for the traumatic brain-injured adult. The HTTP facilitates goal-oriented treatment specifically determined for each client in a tightly controlled, well-coordinated manner. It is hoped that each client will achieve a maximum level of adaptive reality through a rehabilitation program.

The philosophy is that each client can be brought back to his highest level of functioning only through intensive, daily treatment by a staff which recognizes and focuses on that client's potential for vocational, physical, and emotional development. Each client in the HTTP is, therefore, strongly encouraged and readily allowed to have as much impact on his own life as capabilities will permit. The client is at the center of the treatment team and is involved in decision-making which affects his lifestyle and life goals. The team concept, which utilizes weekly interdisciplinary conferences, is the vehicle for this decision-making process and, consequently, strengthens the client's view of himself and of reality. In addition, the HTTP allows the client to succeed within his capabilities in terms of living a fulfilling, self-directed life which is both internally and externally productive. For most clients, this implies returning to the community restored to a respective level of independent functioning, while continuing to reside within a more supportive environment. In general, the HTTP revolves around three major programmatic goals. These include the development of the client's maximum level of:

1. Vocational self-sufficiency
2. Residential independence
3. Emotional/social stability

Clients served:

To secure appropriate placement in Elwyn Institutes' Head Trauma Treatment Program, referred clients should meet the following admission criteria:

1. Applicants should be adults (age 21-55) with physical/psychological/educational/vocational handicaps resulting from a traumatic head injury.
2. Applicants should be identified as medically stable (i.e. without life-support systems and on stable medication with optimal therapeutic results).
3. Applicants who are married will be considered only on an individual basis for residential placement. Treatment services will be available, however, to families and spouses, e.g. family therapy.

4. Applicants will be admitted without regard to their race, religion, sex, or national origin.
5. Applicants should demonstrate the need and desire for a comprehensive rehabilitation program.
6. Applicants should demonstrate an independent level of functioning in self-feeding, bowel control and bladder control.
7. Applicants should be independeint in bi-pedal ambulation on all surfaces with or without assistive devices to the extent that they can traverse one-quarter (¼) mile several times daily.

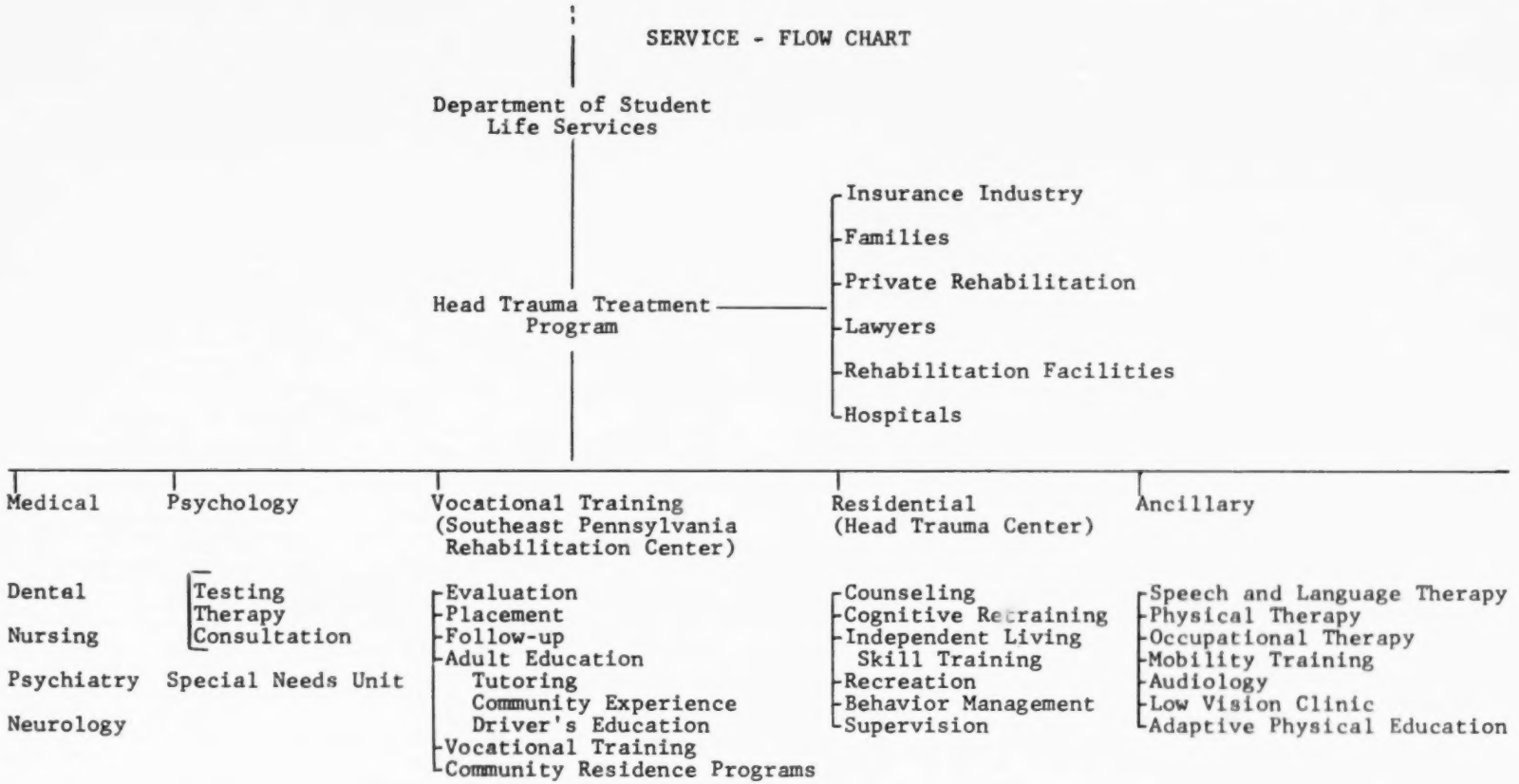
Approach:

The Head Trauma Treatment Program offers brain-injured adults a comprehensive treatment approach which focuses on the realities, not just ideals, of their rehabilitation development (see attached diagrams). Focus on vocational training, academic remediation, emotional stability, social reintegration, and residential self-sufficiency result in greater independence for the client. Emphasis is placed on reducing the client's states of confusion, withdrawal, disorientation, and environmental passivity. In overcoming these behavioral obstacles, the client can then begin to focus on the realities of his life and future goals. To ensure that the client's rehabilitation process is an effective progression, this approach is integrated into the client's entire therapeutic milieu (i.e. from family interaction to program staff relationships to community experiences).

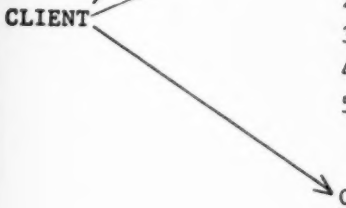
The Head Trauma Treatment Program offers its clients a multi-disciplinary approach which increases the client's awareness of his environment so that a respective degree of normalization may occur. The HTTP's approach serves to (a) improve the client's perception, awareness, and alertness of his environment, (b) to modify behavior patterns so as to develop appropriate social and emotional skills, (c) to restore feelings of self-worth and reestablish a personal identity, (d) to develop vocational skills, habits and attitudes to allow for a reentrance into the world of work, (e) to provide opportunities for enjoyment and socialization, and (f) to establish new support systems within daily living structures.

The organization and development of this approach within the Head Trauma Treatment Program has involved: (1) designing the content of the program based on innovative and creative techniques appropriate to the brain-injured adult and not to other handicapped populations whose needs are very different; (2) developing assessment tools in each treatment area which can provide baseline information on the client as well as monitor the client's degree of orientation, development, and progress; (3) acquiring basic program materials for individual and group therapy sessions; (4) educating all staff members through in-services and small group discussions of the skills needed to work with the brain-injured client; (5) creating a therapeutic milieu for the clients and staff. Daily structured sessions are modified to fit the individual client's needs and abilities, thus offering enjoyment, acceptance and a sense of successful achievement. The program's activities are designed to promote group interaction, thus helping restore self-esteem and prevent withdrawal from society. Group sessions serve to play an important adjunct to the program by providing reinforcement of reality concepts in the client's environment.

Also, as the cleint completes his/her rehabilitation program, placement services are incorporated to aid in finding a vocational placement in his/her area of residence. In addition, counseling/advocacy services continue in an effort to aid the client in making the transitional move from the institutional setting through, and including, the independent living setting.


SERVICE - FLOW CHART
Department of Student Life Services
Head Trauma Treatment Program
Insurance Industry
Families
Private Rehabilitation
Lawyers
Rehabilitation Facilities
Hospitals
Medical
Psychology
Vocational Training (Southeast Pennsylvania Rehabilitation Center)
Residential (Head Trauma Center)
Ancillary
Dental
Nursing
Psychiatry
Neurology
Testing
Therapy
Consultation
Special Needs Unit
Evaluation
Placement
Follow-up
Adult Education
Tutoring
Community Experience
Driver's Education
Vocational Training
Community Residence Programs
Counseling
Cognitive Retraining
Independent Living Skill Training
Recreation
Behavior Management
Supervision
Speech and Language Therapy
Physical Therapy
Occupational Therapy
Mobility Training
Audiology
Low Vision Clinic
Adaptive Physical Education

PROGRAMMATIC GOALS



Family

1. Decrease client's dependence on family
2. Increase understanding of client's injury and residual handicap
3. Develop emotional/social support systems for BOTH
4. Provide techniques and strategies for family to utilize in maintaining client's level of functioning

Work

1. Develop vocational skills, habits and attitudes to follow reentrance into work force.
2. Establish appropriate job setting for client and employer
3. Prepare employer for client's employment
4. Follow-up client's job performance by coordinating efforts with employer
5. Develop client's emotional/social abilities in relating to co-worker and employer

Community

1. Promote social reintegration
2. Reduce cleint's states of withdrawal, environmental passivity and disorientation
3. Develop community resources for client to act as support system
4. Instruct client in independent living skills (i.e. money management, shopping, health and safety awareness, public transportation, leisure awareness, and apartment maintenance)

RECREATION FOR STUDENTS IN POST-SECONDARY EDUCATION

John A. Nesbitt, The University of Iowa
Bill C. Snider, The University of Iowa
Sharon Van Meter, The University of Iowa

ABSTRACT

Recreation is an important dimension of the postsecondary education of any college or university student, including students who are disabled. A survey of 31 postsecondary programs provided information on the status of recreation opportunity and services in these institutions. Further, the research team developed 10 guidelines for the development mainstreamed, normalized and equitable recreation opportunity for disabled students in postsecondary education.(1)

RECREATION EQUALITY

Recreation is a basic dimension of community living. Other dimensions include nutrition health, shelter, work, education, social protection and so on. Recreation is a basic dimension of education as one of the traditional aims of education is, has been, and necessarily will be "preparation for the worthwhile use of leisure." Recreation is recognized by the U.S. Department of Education as a basic dimension of rehabilitation along with the medical, social, vocational and educational dimensions of education. Without question, recreation is a fundamental aspect of contemporary living. Thus, recreation is de facto an important dimension of the college or university preparation and experience of any postsecondary student.

Recreation is a basic aspect of any program in higher education. The recreation aspects of higher education include the arts (both preparation for appreciation of art, dance, drama, music and participation in these performing arts), games, hobbies, intercollegiate sports, intramural sports, and social recreation (clubs, fraternities, interest groups, etc.). Recreation as part of the total college or university curriculum is both an enjoyable and enriching experience. It provides the opportunity to learn recreation skills, both doing and appreciating. Often it is the recreation lifestyle learned at college or university that has provided social access and upward mobility. This applies to college and university students who are disabled as well.

There is a final factor which is of paramount importance. It has been noted that there is a lack of disabled advocates and spokespersons for recreation for special populations. Thus, disabled postsecondary students will necessarily become recreation for special populations advocates and spokespersons if they have the opportunity to participate in college and university recreation, if they have the opportunity to learn recreation skills and if they have an opportunity to develop a normalized recreation lifestyle.

31 PROGRAMS SURVEYED

Sixty randomly selected colleges and universities with members who belong to the Association on Handicapped Student Service Programs in Postsecondary Education were sent a questionnaire on campus recreation and disabled students in the summer of 1979. Thirty-one responses were received, a 52% response. The respondents provided objective and narrative answers and documentation on their programs and services.

It recognized that the members of the Association are, in fact, a specially selected group. Futher, the fact that an individual or service responded suggests a special interest in or sensitivity to the subject of recreation for disabled. Given these caveats the following informations is provided.

(1)The full text of the research report is available from the ERIC Clearinghouse on Handicapped and Gifted Children, Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. "A Preliminary Study of Special Recreation for Disabled College/University Students" ED 124-525 (61 pp.)

RANGE OF RECREATION ACTIVITIES

The range of recreation activities, instruction, and opportunities being offered on these selected campuses is broad. Some campuses may offer as many as 25 special recreation activities for hearing, physically, and visually impaired. Hearing impaired are involved in self-defense, swimming and weight lifting. Physically impaired are involved in sports, mountain climbing, and rafting. Visually impaired are involved in bicycling, horseback riding, and riflery.

COMMENTS BY CAMPUS SERVICES AND PROGRAMS

A compilation of recreation participated in by disabled students would parallel a list that might appear in any recreation programming book. The following comments were made by coordinators of campus services and programs for handicapped or by personnel involved in providing campus recreation opportunity for handicapped students.

Arizona State University's Adaptive Intramurals program has a fulltime director, three half-time workers, and a number of volunteers. The goal of the program is to offer "any activities that the student may want to participate in."

Boston University has hosted the Bay State Wheelchair Games three times and found that activities such as this increase "openmindedness and an innovative spirit."

Bowling Green State University, Ohio, provides equipment, including tandem bicycles for blind-sighted cycling pairs.

Cornell University, New York, offers special riding classes to handicapped students.

Memphis State University, Tennessee, provides transportation for students with mobility impairments to attend university sponsored events both on and off the campus. All regular physical education classes are open to students but"most choose archery, bowling, swimming, recreational games, and weight training. Most choose to take these courses under our adapted activity program which allows them to be integrated into a regular class and be graded in accordance with their level of ability...." Memphis State University plans to purchase a swimming pool lift and sports model wheelchairs which provide additional accessibility.

Mott Community College, Michigan, had a wheelchair student who won the campus chess tournament and a deaf student won the arm wrestling tournament in his weight class. The college sponsored Flint, Michigan's "Handicapped Awareness Week" with students leading in planning, performing dramatics, making videotapes, leading discussion groups, distributing posters, etc.

State University of New York at Buffalo provides recreation counseling to disabled students through the faculty of the Department of Recreation, Athletics, and Related Instruction.

University of California-Berkeley's BORP-Berkeley Outreach Recreation Program--supported jointly by the city of Berkeley and the University, provides recreation services for disabled students including horseback riding and rafting for students who are quadriplegic, mountain climbing for students who are blind, and sailing for students who have severe cerebral palsy.

University of Georgia provides peer counseling through a "buddy system" for new handicapped students.

University of Houston offers a special recreation program. For swimming, bowling, and game nights the University program offers adaptive equipment, special lessons as needed, and partners or volunteers as needed, especially for the severely impaired. For arts and crafts, a recreational assistant goes to the student's home to assist in any project that they desire. This is done because of the lack of accessible transportation to campus.

University of Kentucky is the headquarters of the National Wheelchair Basketball Association, which includes a number of college-based teams among its 115 member teams in 21 conferences.

University of Massachusetts services include obtaining interpreters for the deaf for performing arts. The activities offered are based on student requests.

Western Michigan University's program includes skiing for the blind and volunteers who run with visually impaired joggers.

Wright State University, Ohio, provides opportunities for competitive activities such as Ohio Wheelchair Games, National Wheelchair Games, Cerebral Palsy Games, and Wheelchair Basketball. Also, WSU provides mini-workshops on leisure-time activities, self-defense, amputee skiing, blind skiing, tennis, dance, equipment, and community resources.

RECREATION EDUCATION FOR IMPAIRED STUDENTS

Impaired people of the 1980s and beyond, whether child, youth, adult, or aged, must be able to advocate their own recreation needs, interests, desires, and aspirations. Further, impaired people in the 1980s and beyond must be skilled in recreation consumerism, that is, be able to make qualitative and quantitative judgements on programs, services, facilities, personnel, and products. The potential exists for disabled students on campuses today to obtain the advocacy and consumerism skills to make an appreciable impact on their communities tomorrow. Recreation education is a primary means of providing the needed recreation consumer and recreation advocate skills. Recreation education can take the form of classes, of individual recreation counseling, of group recreation counseling, and field practice in recreation consumerism/advocacy.

There is currently a significant increase in the number of disabled students attending institutions of higher learning, and the number will increase during the 1980s. Without question, substantial efforts are being made to provide these disabled students with full access and equal opportunity on the campus. This is an educational necessity and a political right. The provision of recreation and intramural services to disabled students is an integral part of achieving full access and equal opportunity. Campus recreation has a unique opportunity to intervene through recreation service and recreation education to prepare disabled students to lead full recreation lives and to be recreation for handicapped advocates, volunteers, and professionals.

INFORMATION AND REFERRAL

Any reader interested in obtaining information about disabled students and campus recreation or related areas should first contact his or her own campus officer or unit serving disabled students. If no campus service exists then contact nearby colleges and universities. For general information and referral to specific colleges and universities, write to the Association on Handicapped Stuent Service Programs in Postsecondary Education. This organization currently has over 300 members working on over 60 college and university campuses. The Association meets annually and publishes a newsletter entitled, ALERT. Annual membership fees are $40.

TEN POINTS TO CONSIDER

Ten areas should be considered by any individual, unit, or group interested in the recreation fulfillment of impaired college students.

1. The needs of hearing physically and visually impaired students (as well as faculty, staff, alumni, and guests) should be addressed through representation of impaired individuals on recreation boards, committees, and councils.
2. Physical access should be provided to recreation facilities (art museums, concert halls, field houses, gymnasia, recreation centers, stadiums, etc.) for hearing, physically, and visually impaired.
3. Recreation programs and services provided to nonimpaired should be provided to hearing, physically and visually impaired on an equitable basis through integration into regular activities, adaptation of activities, or special activities.
4. Recreation skills courses should be provided to hearing, physically, and visually impaired students through integration into regular classes, individualized classes, or special classes for impaired students.
5. Recreation counseling should be provided on an individual and small group basis to hearing, physically, and visually impaired students toward the goal of achieving a meaningful and satisfying recreation lifestyle during college and preparation for recreation fulfillment after college. Recreation couseling should deal with recreation philosophy, recreation skills, recreation resources, and recreation habits.
6. Recreation education should be provided on a regular class basis meeting the needs of larger numbers of impaired students. The goals and content should parallel those of recreation counseling.
7. A special recreation club, committee, or advisory group should be established with the aim of providing an organized effort in special recreation

consumerism and advocacy in behalf of impaired members of the campus community. The organization should be composed of hearing, physically, and visually impaired students as well as nonimpaired students.

8. Special recreation personnel should be provided as follows: full-time director (as possible), part-time personnel (as possible) and volunteers (faculty, students, staff, alumni, members of the community). Further, full-time college or university personnel employed in academic, staff and service roles should be encouraged to give attention to the needs of hearing, physically, and visually impaired in their regular jobs.
9. Attention to recreation barriers, needs and desires should be included in the regular annual campus "Awareness Day," "Awareness Week," "National Employment of the Handicapped Week," etc.
10. There is a basic need in all areas of recreation (arts, performing arts, dance, drama, music, outdoor recreation, sports, social recreation, travel, volunteerism) to start advocating for the needs of people who are impaired. Volunteers, parents, and professionals need to keep saying, "what about including the handicapped in this program." We must all advocate for participation of, by, and for people who are impaired in one way or another.

PUBLICATIONS RELEASED BY SPECIAL RECREATION, INC.

The following publications released by Special Recreation, Inc. have been adopted by ERIC (Educational Resource Information Center) Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (8000)336-3728. They are available in 700 libraries on microfiche. Further, photo reproductions of these documents are available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (703)841-1212. First, consult your local librarian. Second, if additional information or referral is needed, contact the ERIC Clearinghouse. Third, for reproductions contact the ERIC Document Reproduction Service.

National Institute on Special Recreation documents:

#1 New Concepts and New Processes in Special Recreation. ED 162-277 (178 pp.)
#2 Model Special Recreation Services. ED 168-278 (498 pp.)
#3 Papers on New Models of Community or Special Recreation for Handicapped. ED 168-279 (338 pp.)
#4 Federal Funding for Special Recreation. ED 168-280 (86 pp.)
#5 Leisure Fulfillment for Handicapped and the White House Conference on Handicapped Individuals. ED 143-176 (28 pp.)
#6 Educating the Handicapped Child for Leisure Fulfillment. ED 154-593 (139 pp)
#7 Special Recreation in Rural Areas. ED 168-281 (189 pp)
#8 Newsletters of the National Institute. ED 168-282 (211 pp)
#9 Information Sources on Special Recreation. ED 168-283 (176 pp)
#10 Report of the National Institute on Special Recreation. ED 168-284 (213 pp)

National Institute on Recreation for Deaf-Blind documents:

Program Development in Recreation Service for the Deaf-Blind. ED 113-900 (466 pp)
Play, Recreation and Leisure for Poeple Who Are Deaf-Blind. ED 133-981 (49 pp)

Leisure Project and the Special Recreation Project documents:

Professional Advocacy at the National Level in Physical Education and Recreation for Handicapped Children. ED 168-285 (81 pp)
Expanding Horizons in Commercial Recreation for Disabled People. ED 176-449 (29 pp)
Special Recreation - Bridge to Mainstreaming. ED 177-752 (11 pp)
A Preliminary Study of Special Recreation for Disabled College/University Students. ED 124-525 (61 pp)
Recreation Authorized in Federal Rehabilitation Rules (Proposed Federal Rules for Vocational Rehabilitation and Independent Living Rehabilitation Programs Authorized Recreation as the Fifth Dimension of Rehabilitation). ED 195-081 (28 pp)
Notes on Human and Civil Rights of Handicapped People to Recreation. ED 195-082 (8 pp.)

DISABLED STUDENT ORGANIZATIONS

Bill Pollard, University of Massachusetts/Boston Harbor Campus
Andrea Schein, University of Massachusetts/Boston Harbor Campus

ABSTRACT

The purpose of this paper is to report the responses of the participants to the questions raised in the Workshop; Disabled Student Organizations.

The purpose of the workshop was to provide a forum for sharing ideas and information regarding disabled student organizations. It is our belief that as professionals we must never lose touch with the needs and concerns of the people we serve. With this in mind we designed the workshop to facilitate a discussion among students and coordinators on issues that are of importance to both groups.

Building diabled student organizations is frustrating. In discussing how to build a successful student organization, there are more questions than answers. By formulating the questions, we hoped to provide a framework within which participants could realize how far they have come in designing their own answers and where they want to go in building successful organizations.

GOALS AND ACTIVITIES

What should the goals of a student organization be? (i.e., advocacy, social) Who determines these? Who does the work? (setting them up, keeping them going) If projects are failing should you (the coordinator) rescue them? What are some good activities? What kinds of things have you had success or failures with? Are projects like Awareness days useful? Should disabled student organizations recruit able-bodied students?

On this issue people from the Disabled Student Organizations found value in;

- information sharing (cross-disability issues)
- changing attitudes through interaction
- role modeling

Disabled Student Clubs can provide;

- a place to take risks
- develop socialization skills
- a good social environment
- recognition by other student groups

Some other issues raised by participants;

- do disabled clubs "ghettoize" disabled students?
- Is the benefit worth the time and effort?

The participants discussed structure of disabled student organizations. The general consensus was that it is important to get as many people involved as possible, and;

- to create a sense of belonging and to shape the organization to the needs of the student population
- fund-raising activities are helpful, both for raising money and for building group confidence by achieving smallsuccesses (i.e., raffles, bake sales)
- if you aim for big things you can get discouraged

- most people felt that their organizations were strong when they had goals and objectives and are docile when there is no focus

DEVELOPING LEADERSHIP

Although they sometimes say, "he/she is a born leader" 99 out of 100 times you will not be lucky enough to have that person walk into your office.

Organizational and leadership skills can be learned. How does someone develop leadership? What happens when recognized leaders graduate or leave? Sometimes coordinators feel it is their responsibility to choose an issue and then get a student to organize it. Is that a good idea? Who really develops policy? What is a leader? Should the coordinator take the responsibility in developing students leadership skills? If so, how?

APATHY

A task that was assigned to us for this workshop (not to mention this paper) was, "How do you combat apathy?" But...

"We were just so busy with other things, we couldn't find the time."

"Then we couldn't find a pencil."

"Then we found a pencil and the point was broken and we couldn't find a pencil sharpener."

Is direct confrontation the only means? Should you just give people projects and then support their efforts? What is the correlation between self-image and apathy? What are some of the ways you have dealt with this problem?

Although some people in the discussion group felt that there was no such thing as apathy, it was clear that many people in the room had experienced difficulty in starting groups or reviving groups that had died.

The answer for inertia is movement. Many people reported activities that had succeeded in stimulating interest and enhancing the goals of the disabled student organization. For example;

- intramural programs
- postcard rallies raising money to support club or office
- trying to get away from the perception that it is a wheelchair club
- getting press attention
- access guide
- political education
- involved other interested students -- nursing students, work-study students, other able-bodied students

CONCLUSION

Disabled student organizations present many frustrating organizational problems. They are hard to start and hard to maintain, but it is clear from the people who have successful organizations thatthe effort pays off. Together disabled people have a lot to share and learn from one another and, when threatened with dwindling resources, our only strength comes from unity. The secret of successful clubs seems to lie in goal oriented activites, in finding satisfaction in building small successes, and in finding ways to enjoy ourselves.

"The reputation of power is power."

Machiavelli

SPECTATOR ACCESSIBILITY - ATHLETICS AND THE ARTS

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ABSTRACT

For the past several years, colleges and universities throughout the United States have spent much time, money and effort in making their campuses accessible. Naturally, the first priority has been placed upon academic programs while living accommodations, eating facilities, etc. have also been given considerable attention. However, less emphasis has been placed upon the necessity of handicapped students, employees and alumni having an equal opportunity to participate in the viewing of major athletic events, plays, concerts, and lectures. At universities and colleges with major athletic and fine arts programs, the opportunity for students, employees and alumni to participate in the spectating of these events is very important.

The State of North Carolina Building Code represents an ideal goal for institutions to reach in order to ensure spectator accessibility of sufficient quality and quantity for handicapped individuals. This code, required of places of assembly built after April 1, 1978, states that "in assembly places (theatres, auditoriums, courts, stadia, arenas, etc.) with more than 75 seats, 1% or a minimum of one, of total seating capacity must be designated identified spaces for wheelchair handicapped and an additional 1%, or a minimum of one, must be set aside for handicapped with crutches and/or walkers." It also states that "handicapped seating spaces must be an integral part of the seating plan and not segregated." Implicit in this code is the fact that institutions do have an obligation to the handicapped in the community as well as the handicapped in their own constituency. In providing accessibility for spectating, institutions should provide adjacent seating for the able-bodied companions of the handicapped who attend these events. Athletic, coliseum, and theatre directors may tend to have only spectators in wheelchairs sit in a designated area while asking the companions to sit behind, in front or somewhere else. Their natural reaction is that more handicapped spectators can be accommodated this way. However, it is necessary to insist that able-bodied companion seating be provided in order to assure quality accessibility.

FOOTBALL

Prior to the 1980 football season, the only designated "seating" for spectators in wheelchairs at the Wake Forest University football stadium was located on the concourse level beyond the end zone. Because of the inadequacies of this arrangement, the Athletic Department proceeded to develop seating alternatives for the handicapped in the summer of 1980.

A unique approach was taken in that seating for the handicapped was subsequently made available in the middle of the stands between the 25 and 35 yard lines. The Wake Forest project was possible in that the openings in the middle of the stands were already accessible to the handicapped. Thus, seating with ideal viewing for handicapped spectators at the Wake Forest stadium was integrated into the regular crowd in attendance.

Technically, two rows were removed to the left of the opening between the 25 and 35 yard lines at the visitors' side. In place of the two rows, a 20 by six feet aluminum deck was erected. Guard rails were constructed around the deck to give necessary protection. People standing in front of the platform did not present a problem since two rows had been removed.

Ten people were able to sit on the platform comfortably at one time. Arrangements were made so that five individuals in wheelchairs as well as their companions (sitting in folding chairs) could utilize the platform. Additional "seating" is still available in the previous location on the concourse level beyond the end zone.

For parking, four additional places were designated for the handicapped in the press parking lot which is the closest lot to the stadium. Restrooms were made accessible on both sides of the stadium. The fact that viewing was provided in the stands enabled handicapped spectators to take advantage of concessions as well as mingling with friends at "half-time."

Virginia Tech's overall plan for accessibility was divided into three sections: program accessibility, general accessibility to the campus and sports complex accessibility, and signage.

The football stadium at Virginia Tech was improved in the middle seventies to accommodate more spectators and also accommodate mobility impaired spectators in a more comfortable setting for everyone involved with their needs. The seating is on the visitors' side at about the thirty-five yardline directly above the playing field. The field of vision is quite good and the spectators find themselves right behind all the action. The stadium is also used for outdoor concerts and graduation exercises.

BASKETBALL

Wake Forest University utilizes two city-owned basketball coliseums for its home schedule. The Winston-Salem coliseum has a capacity of 8,000 individuals while the Greensboro coliseum, 25 miles from the University, has a capacity of 16,000.

Viewing for the handicapped at the Winston-Salem coliseum takes place for the most part on the floor beyond the goal. Companion chairs are provided for spectator viewing on the floor. Handicapped spectators may elect to view the contests in aisle ways of the corners of the coliseum. Given the choice, they always prefer to sit on the floor.

The Greensboro coliseum is a more modern, bigger and nicer facility. Realizing that the basketball team would be playing its major contests in this coliseum as of 1981, the University made many efforts to encourage the coliseum to provide platform seating in the stands for the handicapped. The Greensboro coliseum complied with the University's wishes in that two platforms were constructed in the stands, one on the home side and one on the visitors' side. The steel platforms are able to accommodate a total of six individuals in wheelchairs and six companions. The platforms enabled individuals in wheelchairs to be integrated into the regular crowds in attendance as well as providing accessibility to concessions, restrooms, and other friends attending the games.

Virginia Tech's basketball coliseum is not ideally accessible at this writing. However, ticket holders have limited accessibility through vomitories and floor space. The current plans call for the installation of an aluminum platform that should accommodate approximately eight wheelchairs. Accessible restrooms, water fountains, and telephones should be very close to the ramped area.

Minor sports such as indoor track, tennis, wrestling, and swimming are accessible because of recent remodeling to the main gymnasium on the Virginia Tech campus.

ARTS

Prior to 1981, viewing for spectators in wheelchairs at the Wake Forest University theatre took place in the back aisle ways. In an effort to improve the situation, the University erected a platform in place of four chairs on the last row as well as a platform in the front, adjacent to the regular seating. These platforms were integrated into the regular seating and also provided more than one option for the viewing of plays at the Wake Forest theatre.

Railings were also erected around each platform, and a handicapped parking place was designated adjacent to the building in a circular driveway.

The Wake Forest University chapel is a major facility with a capacity in excess of 2,000. The chapel is a multi-purpose facility in that concerts and lectures as well as chapel related activities take place in it. The chapel is connected internally by steps to an academic building, rendering it previously inaccessible to the other building. However, an electric lift was installed in 1981 at one of the flights of steps making the facilities accessible to one another. Two parking places adjacent to the chapel were designated for the handicapped to serve the community who would be attending programs in the chapel. The actual seating arrangement in the chapel is very spacious in that the wide aisle ways provide enough space for wheelchair viewing at any location.

Nationally, many efforts are being made to provide accessibility to the performing arts for the hearing impaired. Paula Terry, in her paper, "Performing Arts for Handicapped People," indicates the Buffalo Philharmonic has received a grant to develop a cordless amplification system, the Phonic Ear. As a result, accessibility has been provided to anybody with more than 2% hearing.

Also, attention has been given to the blind so that they could fully enjoy and appreciate

performing arts. Terry points out that the Michigan Opera Theatre's Special Audiences Coordinator prepared ahead of time tapes of their production. These tapes included background material and program notes, and the free tapes were distributed to blind citizens upon request.

QUESTIONNAIRE ON SPECTATOR ACCESSIBILITY

A questionnaire was mailed on April 13, 1982, to major colleges and universities which are members of AHSSPPE. The information provided in the questionnaires has been tabulated and summarized by Ross A. Griffith. Institutions responding to the questionnaires did list other facilities involving spectating as follows: art gallery, auditorium, ball room, baseball stadium, concert hall, greek theatre, intramural facility, movie theatre, museum, natatorium, playhouse, student recreation center, swimming pool, track stadium and video game room.

It is necessary that institutions consider spectating needs for the handicapped at all facilities including the obvious ones which have been previously discussed in detail.

CONCLUSION

An effort has been made to emphasize the need for providing comparable spectator accessibility for the handicapped. Also, quality optional methods of modifying football stadiums, basketball coliseums, theatres, etc. have been presented. However, challenges remain if all institutions are to reach the lofty goal of providing 2% viewing accessibility for the handicapped in a variety of "seating" locations as mandated by the North Carolina Building Code for new construction.

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ACADEMIC ACCESS FOR LEARNING DISABLED STUDENTS

Mike Lopez, Central Washington University
Myrtle Clyde-Snyder, Central Washington University

ABSTRACT

Providing equality of academic, rather than merely physical, access to educational programs has become a major responsibility of Handicapped Student Service Programs. One major category of students requiring services to achieve equality of academic services is the learning disabled. The present paper describes Project HELDS (Higher Education for Learning Disabled Students) at Central Washington University. The Project provides academic access in three ways. First, by providing a wide range of auxiliary aids such as notetakers and and taped materials. Second, by assisting a group of faculty members to develop teaching techniques and approaches to material to make the coursework more accessible to learning disabled students. Third, by educating the total university community and increasing their level of learning disabilities awareness.

A major function of Handicapped Student Service Programs in Post-Secondary Education has been to ensure that all handicapped students are provided equal access to educational opportunities. Ensuring equal physical access to educational facilities has been a major effort in the past, and continues to be a primary responsibility of these programs. In recent years, however, increasing emphasis has been placed on equality of program access, or academic access, in addition to physical access. It is apparent that mere equality of physical access does not ensure equality of academic access. The deaf student, for example, who sits in the same classroom as a student with normal hearing, will not have the same access to the educational program as the student with unimpaired hearing unless s/he is provided with certain auxiliary aids.

In recent years students with learning disabilities have emerged as one of the major categories of handicapped individuals who require the services of the Handicapped Student Services Programs to obtain equality of access to educational programs. These students are the focus of our paper. What we would like to do is to provide a general background to the subject of learning disabilities in higher education and to share with you some of our experiences in providing academic access for learning disabled students. It is our hope that you may be able to use some of these experiences in designing academic access services for learning disabled students on your own campuses.

A learning disability may be defined as a "disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. This may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps,brain injury, minimal brain dysfunction, dyslexia, developmental asphasia etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps to mental retardation, emotional disturbance, or to environmental disadvantage (National Advisory Committee on Handicapped Children, 1968)." A learning disabled person is one who is of average or above-average intelligence, who has a level of educational achievement significantly below expectations based on the level of intelligence, and whose low level of achievement is not caused primarily by obvious physical, psychological or socio-economic factors.

A learning disabled college student may have difficulty reading and be unable to study college level textbooks independently. On the other hand the student may have excellent auditory retention, making it possible for him/her to absorb the course material through the auditory sensory modality alone. In some cases a student may be able to conceptualize and verbalize material required on an exam, for example, but be unable to organize the material into a comprehensive written essay examination answer.

Our experience with learning disabled students at Central Washington University began after a reorganization of the Educational Opportunities Program. This locally-funded program had been reorganized so that it might provide a number of academic support services for the total university community as well as function as an alternative admissions program. One aspect of these academic

support services was a tutoring program, providing tutoring in specific classes for all students at the university.

The staff member who as assigned to coordinate the new tutoring program, (Myrtle Clyde-Snyder) just happened to have a Master's degree in Special Education and a large amount of experience in working with learning disabled students in the public schools. Within one week of the inauguration of the new program, she had made a very surprising finding: Of the first ten students who had applied for tutoring, three were learning disabled. As the tutoring program grew, it became apparent that there were many more learning disabled students on our campus than had ever been estimated. By the end of the second quarter of operation, fifteen learning disabled students had been identified, on a campus of 4,400 students. By this time it had also become apparent that there were a significant number of LDs on campus who had not yet been identified, but who would probably be identified in the future and require all of the services outlined in the HEW 504 regulations. It was apparent that what was needed was a comprehensive program for identifying and providing academic access services for LD students while at the same time not requiring a great expenditure of university funds or resources. This program should be integrated with existing university resources and involve all segments of the university, including the teaching faculty.

In 1980 we wrote and submitted to the Fund for the Improvement of Post-Secondary Education, a proposal for a program called HELDS (Higher Education for Learning Disabled Students). The project had three major objectives: First, to implement a model program of academic support services for learning disabled students. Second, to train a corps of university professors to develop new approaches and techniques to teach learning disabled students and to develop a series of course "packages" which may be used in teaching undergraduate courses at other universities. The third project objective was to implement a program of awareness training which would involve the total university community. It was our belief that providing complete academic access for learning disabled students required not only providing certain auxiliary aids for these students, but required fundamental changes in the attitudes and beliefs of professors and the community at large.

Many learning disabled persons are unaware that they have a learning disability. They attribute their academic difficulties to other causes. Providing equality of academic access to these persons therefore requires an outreach effort involving learning diabilities awareness training within the university community. Referrals of students with possible learning disabilities may then be made to the Handicapped Student Service program or other appropriate office. One major source of referral in our own program has been from the EOP tutoring program. Staff members and tutors have been trained in initial screening for possible learning disabilities characteristics.

Initial screening for the potentially learning disabled student begins during the application process, when a student comes in to apply for tutoring. We require a written application and an interview with each prospective tutee. This enables us to see a sample of the student's handwriting, and to determine whether there are any other obvious behavioral characteristics that might be indicative of a possible undiagnosed learning disability.

Another avenue of initial screening for potential learning disabilities might come from the administration of a standardized, individually-administrated reading test, such as the Woodcock. In this instance, indications of perceptual learning disability might come from a student's pronouncing a "u" for an "n", "b" instead of "d", or saying "inferterence" instead of "interference".

Probably the most obvious and most striking indication of a possible learning disability is the student's handwriting. The handwriting of an LD is often bizarre. This goes beyond merely being poor handwriting. The writing will meander across an unlined page, letters will slant all different ways, the spacing between words and between letters within words will be inconsistent, and individual letters may have different forms even within the same word. Sometimes a lower case letter will be larger than a capital letter in the same sample.

Many learning disabled individuals have difficulties with kinesthetic output or hand-eye coordination. These problems are manifested when their hand does not write what their brain is directing it to write. They misspell words, including their own name, and then cross out the incorrect letters or simply write over them. The handwriting sample consequently has a blotchy, untidy look. Because of these difficulties with cursive writing, many learning disabled stuents choose to print whenever they are required to do any writing. This is why it's important to change the application forms we use in tutoring program and and learning skills centers from saying "please print" to saying "please answer all the questions in your own handwriting". It is not unusual to see and LD student pick up an application form and return it the following day with the answers typed.

Another relatively obvious characteristic of learning disabled students is the inconsistent misspelling of words. This is especially true of small, frequently used words. Again, this misspelling goes beyond being the symptom of a student who is merely a poor speller. A learning disabled student may use three different spellings of the same word within a paragraph. When asked which spelling is the correct one, the student may not be able to answer correctly. Again, many LD students have developed a coping mechanism to deal with their inability to spell. They simply avoid using those words which they know cause them difficulty.

A third characteristic that may be looked for in initial screening for possible learning disabilities is verbal perseveration. During an interview, it may be noticed that the student has difficulty terminating a speech turn. This is, after having answered a question satisfactorily, he may then proceed to elaborate, make exceptions, explain further, or even reiterate what has just been said. It may be hard to get a word in edgewise, or go on to the next question. It may also be noted that the student will have a great deal of difficulty answering a simple "yes or no" question with a simple affirmative or negative. Instead, the student will talk around the question, answering the question, but in a way that enables him to avoid being absolute about it. For example, "Do you use the library?" "Well, sometimes, I do, but there are other times when I don't have the time to go there, but if I need to I will." "Did you pass the exam?" "Well, I would have gotten a better grade if I had studied more, but I guess I'll just have to be satisfied with a C-."

If a student manifests one or more of these initial screening characteristics, it may be worthwhile to take a closer look at the student, to determine whether the student is in fact learning disabled and should be provided the necessary auxiliary aids and services required under Section 504.

It should be noted, first of all, that there is no easy way to determine unequivocally whether or not a person is learning disabled. One of the more widely accepted neuropsychological test batteries, the Halstead-Reitan provides a correct diagnosis of learning disability only about two-thirds of the time (Selz & Reitan, 1979). It takes a trained administrator a full day to administer the Halstead-Reitan. In our area, a consulting psychologist will charge between $300 and $500 to administer and interpret the test. It is obviously beyond the means of most Handicapped Student Services programs or learning skills centers to rely on a diagnostic instrument such as the Halstead-Reitan for the assessment of the potential LDs who come to the center.

In response to the need for a means of assessment of learning disabilities which would be relatively accurate, as inexpensive as possible, and require a minimum of time to administer, Myrtle Snyder has developed and copyrighted a Criterion and Behavior Checklist for Adults with Specific Learning Disabilities. This instrument involves an interview during which the student is asked about his background, including family history (to check for a familial pattern of LD), previous educational experiences (to check for prior indications of difficulty related to the learning disability), and present behavioral characteristics (to check for current manifestations of the learning disability).

The checklist relies on an informal, modified Bayesian approach to the assessment of learning disabilities in adults (Alley, Deshler & Warner, 1979). Experience has demonstrated that there are certain behavioral characteristics which are often found in learning disabled individuals. Not all characteristics are found in any one learning disabled individual, and some characteristics are found in people who are not learning disabled. However, if a certain number of independent characteristics are present in an individual, there is a high probability that the individual is indeed learning disabled. The more characteristics, the higher the probability.

Administration of the checklist takes the form of an interview during which the student answers the various questions. The first part of the interview involves questions relating to family history and the student's medical history. There is strong evidence of genetic factors in learning disabilities. Knowledge that a student has a sibling or parent who is learning disabled may make an assessment more positive. Birth trauma is also often implicated in learning disabilities. A premature birth, prolonged labor, breech birth, interrupted breathing in the infant, and deep anesthesia of the mother have all been mentioned as being related to learning disability. Again, a student having knowledge of trauma during birth may be taken as a positive indication of learning disability. Other types of trauma experienced by the student later in life should be noted. These include loss of consciousness, head injuries, and stoppage of breathing, all of which could point to undiagnosed brain injury.

The checklist also goes into lateral dominance. This is an areas which remains somewhat equivocal in the LD literature. However, we have found that s significant number of our LD students do in fact have mixed cerebral dominance. They may be right handed and left eyed, or left handed and right footed. Several of the students are ambidextrous.

Other behavioral characteristics are assessed by asking the student whether he believes each characteristic is descriptive of him some of the time, all of the time, or never. These characteristics include such things as:

1. A short attention span-the student finds it difficult to concentrate on one task for a long period of time.

2. Restlessness-the student feels a need to be constantly active, and cannot sit still to study for any length of time. (Often, a LD student may recall having been characterized as hyperactive as a child.)

3. Poor motor coordination-the student may be clumsy, and have difficulty playing the usual sports such as tennis, basketball, softball.

4. Distractibility-the student may be especially sensitive to sounds or visual stimuli and have difficulty ignoring them while studying. (During an interview a student may be constantly sidetracked by looking out a window or focusing on traffic in the corridor.)

5. Impulsivity-the student may often respond to situations without thinking. This may occasionally be manifested as inappropriate outbursts of temper.

6. Anomolous handwriting-previously noted.

7. Inaccurate copying-the student may have difficulty copying material from the chalkboard, or from a textbook. This is often manifested in mathematics classes, when a student performs the required operations correctly, but gets the wrong answers because numbers have been incorrectly written down.

8. Discrepancy between oral and written expressive skill-the student may be unable to put his thoughts down in writing. In a few cases the reverse may be true.

9. Interprets language literally-the student may be unable to comprehend variant word meanings or figurative language.

These are only a few of the characteristics that are included in the checklist. The important thing to note is that by correlating the number and type of characteristics which a student admits, or the interviewer perceives, are descriptive of his behavior, a relatively accurate assessment of learning disability may be made by an individual who is familiar with, or has experience in working with learning disabled individuals. It is of course not always possible to have a specialist in learning disabilities working in the learning skills center or Handicapped Student Services office. In these cases it may be possible to establish a referral system with the Special Education or Educational Psychology department for assessment of those individuals who have been screened as having the obvious characteristics which are indicative of a possible learning disability.

Once a student has been diagnosed as learning disabled, the next thing we do is to determine what forms of assistance the student may need in order to be ensured equality of academic access so that he may successfully cope with his college classes. At Central we have relied on what we call a habilitative approach to helping learning disabled students. We provide educational programming in the form of a program of academic advisement, and we provide a number of auxiliary aids. We also have tutors available when needed. In addition, our program has attempted to raise the level of awareness of learning disabilities among the university faculty, in the belief that professors will be more likely to make the necessary accomodations for LD students when they are knowledgeable about learning disabilities. That is, the more they know, the more willing they will be to help the LD students in their classes.

One of the more successful approaches to teaching learning disabled children in the primary grades has been the Orton-Gillingham method, which focuses on trying to use all channels of information reception available to the child in order to help the child to effectively process as much of the information presented as possible. These information reception channels, or modalities, are the visual, auditory, kinesthetic, and tactile modalities. For example, in attempting to teach a child the alphabet, using all these modalities, rather than simply pointing at the letter "A" and having the child look at the letter and

repeat the sound (thereby using the auditory and visual modalities), we might have the child try to reproduce the letter in a dish of wet sand. In this method, the child is able to visualize the letter and hear the associated sound, but he is also able to feel the kinesthetic sensations associated with making the form of the letter and can also tactually feel the outline of the letter to have a more complete "picture" of the letter.

Similarly, with adult college students, the approach we take is to try to utilize as many modalities as possible. Most college instruction relies on a purely auditory presentation, as in the college lecture, or a purely visual presentation, as when studying a textbook. The student who has difficulty with taking in visual information, the "dyslexic", may find it almost impossible to learn by studying a textbook. On the other hand, if we couple the student's going over the textbook with an auditory presentation of the materials, from a tape recording of that textbook, we find that the student is able to learn the required material very well.

Basically, this approach relies on what has been called teaching to the strengths of the individual. Rather than attempting to remediate the deficiencies that a student may have, we try to help the student use those abilities he does have in order to overcome his disability. This is our habilitative approach to learning disabilities.

Educational programming for the LD student refers to our system of academic advising. Students are taught to develop a balanced schedule of classes each quarter. These classes are selected in such a way that the student does not register for a classload consisting entirely of classes which will severely tax his weakest abilities. A student with a severe reading difficulty, for example, would not be advised to register for three classes which required an extensive amount of reading. A student with a writing disability would not register for a schedule in which all classes required weekly essays of twenty or so pages. In fulfilling a physical education requirement, an LD with difficulties in hand-eye coordination might be advised to take jogging rather than softball, volleyball instead of tennis, weightlifting in place of handball. The primary objective is not to have students avoid classes with writing or reading requirements, but rather to schedule them in such a manner that they will not present an overload to the student who is weak in these modalities.

Another thing we try to do is to place our students in classes with those faculty whom we know to be cognizant of, and sympathetic to, the necessity for making certain adjustments in teaching methods and evaluation procedures for learning disabled students.

We are able to ensure that our students actually get their desired schedule of classes by having them preregister ahead of other students. Preregistration also enables us to have sufficient lead time to arrange for certain auxiliary aids, which will be discussed later. We are able to preregister our students through the Handicapped Student Service at Central. The HSS had established a precedent of preregistering students with mobility impairments, such that they had to be assured of getting a schedule of classes in accessible locations which were close enough together to enable the student to go from one class to another in between periods. Once the mechanism for preregistration had been established, it was relatively easy for us to justify the necessity of preregistration as a means of providing equal access for the LD students as required under Section 504.

Among the auxiliary aids that we provide to students are taped textbooks and tape recorders. The tape recorders are used for recording class lectures. These are especially useful for the student who finds it difficult to attend to the lecture and take notes at the same time, or for the student who frantically takes notes, only to find later that he can't read them. Taped textbooks are obtained from the Washington Regional Library for the Blind and Physically Handicapped, a satellite of the Library of Congress Division for the Blind and Physically Handicapped. These textbooks are available on a free loan basis for qualified individuals. Learning disabled individuals are among those who are eligible for services from the Library of Congress and its satellite libraries. All that is required is a certification of learning disability by individuals qualified to make such a diagnosis. In certain cases, this must be verified by a physician.

Ordering and receiving textbooks from the library takes several weeks at the least, and this is one of the reasons we preregister our students. Preregistration allows us to know which courses a student will be taking so that we may know which books will be required and order them in sufficient time to have them available at the beginning of the quarter. Recently, we have begun our own tape recording program, recording those textbooks which may not be available from the library on a timely basis.

We also provide readers for students who require this service for an examination. Proofreaders are another very useful auxiliary aid we provide. These

proofreaders check a student's paper for proper spelling and accuracy before the student submits it to his professor. Occasionally, students who have a disability involving the writing of information may be provided a transcriber. The student dictates the information to the transcriber, who simply writes down what is said. It should be noted that the function of proofreaders and transcribers is not to write the paper for a student, but simply to ensure that the student receives credit for what he has been able to formulate in his head, rather than be penalized for an inability to put the information down on paper in a coherent form.

A major auxiliary aid that we provide is tutoring. Students who require tutoring in a specific class are provided this tutoring free of charge. Tutors are obtained through the EOP tutoring program which was previously mentioned as being the starting point for our HELDS Project.

All EOP tutors undergo a comprehensive training program. This training consists of sessions in three different areas. The first deals with academic study skills and the cognitive bases of tutoring, including such things as the SQ4R method of reading a textbook, time management skills, how to plan a tutoring session, and so forth. The second area of training encompasses affective aspects of tutoring, including how to establish rapport with a tutee, how to handle difficult tutoring situations, and how to develop a tutee's self-esteem. The final area deals with the record keeping and accountability aspects of the tutoring program, legal and ethical aspects of the tutoring situation, and the general nuts and bolts of the program's operation.

Those tutors who demonstrate the skills and personality attributes that indicate they may be able to work successfully with learning disabled students are selected for additional training. This training includes the characteristics of learning disabled students, structuring the tutoring situation for a LD student (for example, not tutoring in a room with an open window with a view), and using more than one modality in a tutoring situation. These tutors are also given additional training in the use of intensive time management techniques, study skills instruction, and fostering of independence and enhancement of self-esteem in the learning disabled students.

It should be noted that, in evaluations of the EOP tutoring program, those tutees who are learning disabled have consistently earned a higher mean grade point average than those tutees who are not learning disabled.

A very important aspect of our services for learning disabled students is instruction in academic study skills. All LD students are encouraged to register for a course taught by EOP staff members entitled College Survival Skills. This course covers such things as effective note taking, SQ4R, how to study for and take essay and objective exams, effective use of the library, how to write a term paper, and the other things usually covered in a study skills class. The class places a great deal of emphasis on the development of effective time management skills. Another interesting aspect of the class is that we also go into the use of behavior modification techniques and other social skills to change the behavior of professors in their classrooms. We have found that this is often a very important college survival skill.

The auxiliary aids provided by the Handicapped Student Service Program or the Learning Skills Center can go a long way toward providing equal academic access for LD students. There is, however, a great deal more that can be done if professors can be persuaded to take the time to learn about learning disabilities and approaches to teaching the learning disabled. That is, it is a great help for students to be provided tutors so that they may learn the material in a particular class. However, it would be an even greater help if the professor would present the material in such a way that a tutor would not be needed by the LD student. For example, if a professor adapted his teaching style, so that instead of a purely oral lecture presentation, a visual, pictorial presentation was also part of the lecture. This would allow the LD student to use more than one modality to take in information and might result in the student not requiring any additional auxiliary aids. This is the approach that we have taken in Project HELDS.

A major aspect of our project has been to train a group of faculty members in learning disabilities and then help them to develop approaches to teaching their subject matter in such a way that it would be more accessible to the LD students. The materials developed by these professors will be published and disseminated on a nationwide basis during the next year, our third year of project operation. It will then be possible for professors at other universities to use the same approaches and techniques that we have found to be successful at Central.

Before this can be done, however, those individuals who are interested in putting together a program of this sort must find faculty who are willing to participate. While it might be possible to simply put a notice in the faculty

bulletin and invite interested faculty to participate, there is another, and possibly more likely to succeed, method of attracting faculty to such a project. This is by soliciting input from the LD students themselves. Which are the professors whom they have found to be the easiest to learn from? Which have been sympathetic to other handicapped individuals? Which of them have learning disabled sons or daughters? These are the professors who are most likely to agree to work with a learning disabilities project.

Establishing a program to serve learning disabled students does not have to be costly. Most of the services required are already being provided, in one form or another, on most college campuses. Tutoring, for example, is available for most college students. It takes very little to train a small group of tutors to work specifically with learning disabled students. Most universities have an instructional media library which provides tape recorders on a loan basis. It should be possible for the Handicapped Student Services Office or the Learning Skills Center to obtain some of these on a semi-permanent loan basis and then make them available on a weekly or daily basis to the LD students. Similarly, all other services we provide can be made available through the effective use of existing resources. Volunteers can make the costs of operating a program a lot less than they might otherwise be. For example, to record one textbook requires approximately forty to fifty hours of time. Using paid readers at minimum wage, this becomes a costly venture. However, books may also be recorded by unpaid volunteers, so that the only real cost involved is the cost of the cassette tapes. And it may be possible to obtain even these through the existing budget of the instructional media center.

Probably the most important aspect of establishing an LD program is to ensure that there is a broad based support for such a program among the administration, faculty and staff. We were able to do this by establishing an advisory board for the HELDS Project, consisting of several influential faculty members and administrators. Once these individuals were convinced of the need for, and the feasibility of such a program, they made it their task to spread the message. They have made it much easier for us to operate the program, by opening doors that would not otherwise be open, and by serving as models for other faculty members to emulate in providing the educational structure necessary for our learning disabled students to succeed.

In summary, providing equality of academic access for learning disabled students involves more than merely providing auxiliary aids for students who request them. An extensive program of awareness training should be a part of every Handicapped Student Service Program's activities, and outreach screening and referral must be available from those student services which are likely to come in contact with undiagnosed learning disabled individuals, such as learning skills centers or counseling centers. Faculty members can play a vital role in providing academic access by adapting their teaching styles and techniques to make the material more accessible to LD students. It should be noted that providing equal academic access for LD students does not have to be prohibitively costly. Most services required are already available on many college campuses. Finally, it must be emphasized that, given the minimal accomodations required by law, learning disabled students can be, and have been, successful in completing a college education.

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COURSE MODIFICATION STRATEGIES THAT REALLY WORK

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ABSTRACT

Courses can be modified to accommodate the learning needs of non-traditional learners in ways that are consistent with the instructional objectives of the course, the available resources, and the ethical positions of the teacher, students and support providers. Those students not requiring special modifications will benefit as well.

VIEWPOINT OF A TEACHER

As a professor, I am a member of a group sometimes considered by support providers as the "enemy". Actually that doesn't have to be true, and I hope it isn't. I am at the Rochester Institute of Technology which is the host institution for the National Technical Institute for the Deaf. I regularly have large numbers of deaf students as well as hearing students in my classes.

One thing about our campus of which I am very proud is the growing enrollment of students with disabilities of all types. There has been a great effort made -- not nearly as great as is needed, but a growing effort -- to increase the accessibility of our campus. This of course has meant that I have had to face learning situations that demanded new things of me in order to meet the needs of the growing population of disabled students.

That is one of the reasons I want to talk about course modification, for I have found that in meeting the needs of disabled students in my classes I have made modifications that have helped all students. Also what I learned from disabled students became useful to working with students who had learning needs of all kinds, although their needs were perhaps not so apparent.

I want to discuss with you some of the things I have learned about modification. I hope that you will be able to encourage faculty at your institutions to try some of these ideas that perhaps will make the educational experience better for all students.

FOCUS ON STUDENTS

My focus is on students. Let's be honest. Not all students who are enrolled in classes are actually learners. In fact we have three categories of "students" -- learners, attenders, and others. Those who teach really do want others to love the things they, the teachers love. We don't always present our subject in such a way to make others love it (or even in a way that indicates that we love it). But we do have the interest there and we do want every one to love and appreciate the thingsto which we have dedicated our professional lives.

So it makes sense that teachers would want the "others" to become "attenders", and that we can move attenders to become learners. It's easy, perhaps, for some teachers to say, "Well, they're just members of the unwashed herd. If they don't come to *my* classes and they don't want to listen to *me* then there must be something wrong with *them*. Certainly there's nothing wrong with what I'm doing." But, of course, that "ain't necessarily so." There may be other reasons. Lets explore some.

We must keep another thing in mind. Why do we want students to at

least become attenders? It is true that people will not learn everything they are exposed to. Students who come to class, use their textbooks, and hand in homework, don't master everything presented. But it is equally true that they will learn nothing of what they are not exposed to. So if we can't get the students to attend the classes, or if they are in the class but not getting the information, then we have failed in what we want to accomplish as teachers -- getting people to love the material that occupies almost all of our awake time.

Then, is there something to be done to change the situation? Typically a faculty member will divide learners into two categories -- traditional learners (those who learn in the same way that the teacher learned), and the non-traditional (those who always want something different). The teacher thinks, "traditional learners are like me --- the non-traditional are different", or, "The traditional learners are orthodox, the non-traditional are heretics." When a teacher approaches a classroom that contains a significant number of what she considers "heretics", there will be problems at the outset. When teachers have such views in their minds, and you approach them requesting some kind of modification, you have put yourself in the unenviable position of trying to make a "heretic" out of the "orthodox."

So what does a teacher do? Burn the heretics at the stake? Or can a way be found to resolve this dilema?

WHY DON'T STUDENTS LEARN?

Let's ask the question, "If a student wants to learn, why doesn't she?" It really comes down to this. If a person is an attender, wanting to learn, and isn't learning, why? There are only three possible answers.

First, she can't acquire the information. Everyone has a learning disability in some area. To me, the directions East and West are never where I last left them. I go through agonies of indecision when exiting from interstate highways concerning which ramp I should take. North and South are quite fine and stay where they belong, but the other two black sheep of the family drive me crazy. Fortunately my wife has an infallible computer in her head and she never allows me to go very far wrong before correcting me. But her particular computer doesn't do anything for her when she tries to do statistics problems which are a natúral for me. Everyone has some kind of learning disability.

A disability, however, does not equate to impossibility of learning material. It usually means that the material *as presented* cannot be acquired by the student. And the material is usually presented the way the teacher learned it!

Second, the student may be able to acquire the information, but be unable to process the data. The student has all the material in her head, but doesn't know what to do with it. A student in a math course, for example, may memorize formulae but be unable to apply the formulae to problems she has not previously encountered. She can quote back everything covered in the course, but cannot solve a single problem on a test.

Third, they are unable, for whatever reason, to perform an assigned exercise. Unless one uses information to practice its application, it is difficult to gain mastery. Sometimes, because of the nature of the assignment, it is impossible for a student to do the work -- for physical or mental reasons -- in the way it was assigned. If I were given an assignment to learn about art by producing a painting I would be a dismal failure. Other strategies may give the student the same mastery development and be physically or mentally attainable.

THE TEACHER IS RESPONSIBLE

The above three reasons, why people who want to learn but don't, give us three areas to work on. And who is in a better position to do this than

the teacher? Keep in mind that it is the faculty member who is responsible for what happens in that classroom, not the service provider. If the student fails to learn, the teacher has failed to teach. It is as simple as that. Successful modification gets at the reasons why students don't learn. Modification by the teacher means changes are made in what's done so that it becomes possible for the student to acquire information, to process data to develop her own information, or be able to do exercises to develop skill in applying the information. Then she becomes a self-generated learner.

THE NATURE OF MODIFICATION

Before demonstrating what modification is, let us first investigate what modification is not. Successful and useful modification *does not mean the work is easier. It does not imply a "sympathy" grade, and it is not terribly difficult for the teacher. It is not unfair to other students, nor is it "watered-down material".* At first, it may be somewhat painful for the teacher, because it forces her to ask herself, "Why am I doing, what I'm doing, the way I'm doing it?"

By "easier work" above, I mean reducing the expectations of what the student is expected to master. I find it impossible to believe that students setting out to earn a degree in higher education really expect to do easier work. Easier work cheapens the degree for everyone at the institution.

I have colleagues who give grades purely on the basis that "Well, she worked hard and I don't have the heart to fail her." Such is a sympathy grade. But sympathy grades have been one of the greatest barriers to education faced by handicapped people throughout history. A sympathy grade takes away from the student the expectation that she is able to function and think and gives the impression that she must be gotten rid of by an act of pity.

Modification requires work by the teacher. That work is not terribly difficult, however. Some of us faculty need more work on our courses anyway. I never taught a course I thought was just right. Most teachers make continual changes. While making these changes why not do it in a way that will help more people learn?

What about that argument that "If I modify for this student it won't be fair to the other students"? If I do it for her I will have to do it for everyone in the class." Well, the only kind of modification that is valuable is the kind that *will* make it better for everyone in the class. The teacher who hasn't made modifications is still teaching in the way she learned, assuming that everone else will learn in the same way. That isn't even true for a graduate seminar course for three at Princeton, much less for a classroom with truly non-traditional learners.

Modification does not mean that a course is watered down. In fact, an effort at appropriate modification that goes toward those goals we talked about -- helping students acquire information, process data, and do exercises -- might just be the thing to put a teacher onto something really creative. When she starts trying to change things she might just discover things that are terribly exciting to her as a teacher. One of the ways of selling a faculty mermber on that is to show them examples of what other teachers have done.

Before going into specific examples of how to do it, I want to emphasize that change for change's sake won't accomplish appropriate modification. Have you ever heard, "Well, I changed my course, and nothing worked"? You may try to accomplish something a hundred different ways and still not get anywhere, if what you are trying to accomplish is the wrong thing. There may be many ways to skin a cat -- but that doesn't seem terribly relevant to the cat. You see the cat doesn't identify with the objective. So, to begin with, maybe the teacher needs to be led to evaluate the appropratenes of her objectives.

Having dispensed with the rationale for modification, and clarifying

what modification *isn't*, I want to set out clearly what is the goal of appropriate modification. *The goal of modification is to change the orthodox so that more (hopefully all) students 1) become learners, 2) acquire more information, 3) process data to produce their own information, and 4) are able (at least in principle) to perform exercises.*

EXAMPLES OF MODIFICATION

Up to now what we have discussed is guiding philosophy, not theroretical, but very practical. It is the justification for what I would like to demonstrate in the rest of this paper. The things I will discuss are the kinds of things I have evolved over the years in the classroom to make things better.

In my examples I will try to show you how the principles I have developed are put into practice.

Several areas of a course are open to and may require modification. I will discuss some of them in the rest of this paper and give some examples of what I have done with the understanding that these are only examples and that creative teachers must find their own solutions. The areas I will discuss are 1) homework assignments, 2) field trips, 3) visually-presented material, 4) group projects, and 5) the use of minicomputers.

Homework Assignments

When I make a homework assignment now, I ask myself "Is the homework relevant to what I want to teach?" That provided a surprising revelation to me about some of the homework assignments I was making. Some were just busy work. Busy work keeps students active (if they do it) but may not contribute much to learning. In fact, carelessly thought-out homework may actually discourage students from doing it.

Several of my students have very low English ability levels. I could give them a highly verbal assignment then give them a low grade because they wrote poorly. Or, I could ask myself what I really wanted -- the obvious answer is that the student will do the exercise correctly.

What happens in the real world. Given a work assignment an employee completes it and gives it to her boss for review. She doesn't get a grade of "C-" from her boss. If the work is not right, she does it over. So I now put temporary grades on particularly difficult assignments. For all students. The student now has the option to go back and correct errors or do better work, based on my critique. Now the burden is on the student. She has my critique. Now it is up to her to do something about it. Students now do the exercises more correctly, come to me with much better questions about what they were doing, and actually work on the exercise, knowing that their situation is never hopeless. I also learn a great deal about my students based on their "second effort." They may feel defeated and if so, other strategies may work at getting them to become learners.

As another specific example, I will describe a map exercise I assign. At one time I asked students to draw a map of our campus pacing off distances and measuring directions with a compass. I ran into some problems with this exercise from a variety of directions. Instead of having the students draw a map, I told them to acquire a topographic map of their home area. The exercise became more visual and the quality of work of the students soared.

I also achieved other important objectives through this modification. Because topographic maps show land features, students were able to see relationships between technology, land, and values that they had not previously noticed. They brought their maps to me and asked me much better questions allowing me to really teach them. They were able to relate a class assignment to their own personal experiences. The most significant outcome of this modification has been that all students have liked it. I have had almost no complaints about this exercise since I introduced it.

Testing:

Many teachers encounter problems with testing non-traditional students. It is often felt to be a critical need by service providers. It is also one of the major areas of contention regarding modification. Once again, modification can be sold if it is clear that the changes made will benefit all students.

First, the instructor must ask herself (or be led to ask herself), "Am I sure that I'm testing what I want to measure?" In fact the teacher may be measuring English when she wants to measure history. She may be measuring manual dexterity when she wants to measure secretarial ability. She may be testing only the student's ability to "psyche her out." Those of the kinds of things that typically get measured. As a result, students study for tests to prepare for what they believe the teacher will measure, not what is important to know about the course material.

One way of becoming convinced about the appropriateness of your test is to test yourself with your own instrument. Find out which skill is most important in completing the test in the prescribed time and in the prescribed manner. As a result of doing that myself, I now try to design all my tests so that they are extensions of everything we have been doing in the course. I want to eliminate any encouragement to the students to study merely to regurgitate what they have heard in class.

As a concrete example, one type of test I use is a "no wrong answer test." By this I mean that the test looks like a multiple-choice examination, but all the answers given as choices are correct. But each answer has a ranked value depending on how complete or appropriate it is to the question. I will construct several situations. Based on these situations I will ask questions on both sides of the issue. Students must evaluate all answers, knowing ahead of time that there are no trick or wrong answers. They must evaluate the worth of each answer and apply what they have learned to a new situation. The anxiety of being wrong is removed, and students are now making judgements about what is more important and why, since they also have the opportunity to comment on their answers.

Another thing that can help a teacher to see the need for modification is a simple item analysis of her test. Most computing centers can help a teacher to do this and the results can be most revealing without consuming a great deal of time. This is especially helpful if the computing center can provide services to maintain a bank of test questions. Then one can determine what questions were answered in what way by whom.

Some questions reveal themselves to be very poor questions, thus not measuring at all what I want to measure. Modification of a test may be simply throwing away bad questions. If the best students miss the question and the poor students get it right, then the question is probably misleading. If only the best students get the question, then it is a highly discriminating question and may be very useful. A few minutes spent looking over a simple item analysis can reveal an amazing amount of information.

Field Trips:

An area often overlooked in course modification is field trips. in one of my courses students take a trip to the Genesee River. This presented me a number of problems, for I had students of limited mobility, and it was necessary also to take along a notetaker and an interpreter. My problems were very special and had to be resolved for students to have a successful experience. This is especially true, since we go rain or shine. Imagine taking notes in a rainstorm! Interpreters at our institution have a dress code, and that code does not include hiking boots. They must be prepared for my field trip and be presentable for their next interpreting assignment as well.

Common sense prevails here. The most important guideline is for me to determine my needs in advance, and that means discussing the trip with all

concerned. It especially means talking it over with my students. It comes as a surprise to many professors that students know more about their needs than the professors think they do. I still get surprised, however. Occasionally students don't tell me about mobility problems until we are leaving on the trip. I hope it has been a learning experience for them when they fail to discuss the situation with me. I also discovered that many students who I thought couldn't make it on the trip knew a lot more about their abilities than I did.

One of the field trips we do is a tour of the glacial features of our campus. Being in upstate New York, we have ample opportunities to see what glaciers to to the land. Our campus is a veritable museum of glacial action. Some students cannot make this tour, climbing the hills and getting up on large rocks left by the glaciers. A rather simple modification was accomplished by my taking the tour by myself and photographing the things I wanted students to notice. I took my notetaker and talked about all the things I wanted the students to see. I then had a field guide to what we would do. If students cannot make the trip, then they are not excluded from the information. In addition, they have an opportunity to review the trip by using the field guide which I keep available in the library.

Visually-Presented Material:

I teach one course that is about 85% mediated and much of the work in the course is based on maps. For visually limited students this presented severe problems. Also since deaf students cannot watch a film, watch an interpreter and take notes, all at the same time, visually presented material can be very difficult for them. The principles that guide the use of visual material are simple: 1) use common sense, 2) provide copies of materials, when feasible, to students (especially copies of overhead slides which are simple to duplicate), 3) use captions or captioned films, 4) provide viewing guides, and 5) consider special modification for students with severe visual limitations.

As to common sense, one cannot see an interpreter in a dark room. Use of appropriate lighting of interpreters is essential. But interpreters cannot be prepared for special lighting needs if they don't know what's in store. Interpreters are not enough at any rate. Copies of the film script can be helpful and are usually available at no charge if they are to be used with disabled students. Captioning of films is expensive but there is a growing library of important films already captioned. Many television programs are captioned and can be used as well. But notes taken by a trained notetaker (no other kind is really helpful) can be the basis of excellent viewing guides.

As an example of special modification, one might consider something like the use of a Phonic Ear (T) device to transmit descriptions of slide presentations to blind students. This device is really a hearing aid designed so that a teacher speaking is picked up on a small microphone she wears and her voice transmitted to a small FM receiver over which a student gets the teacher's voice. By using this in another mode with blind students a running description of the slides shown can be given without disturbing the class. Of course this requires an additional person or a pre-recorded description. I haven't actually used it, but it seems to hold promise.

I expect students to learn to interpret contour maps. A contour map has contour lines that connect points of equal elevation. Conceptually, this has been very difficult for some of my students. I discussed this problem with the support provider and she hit on the idea of using a stack of books with their edges slightly offset to demonstrate contour lines. The student who had the most problems with this concept immediately grasped it when it was presented in this manner. Terribly excited, she explained it to her friend who was an art major. The art major (a deaf student) made a small model of a portion of our campus as part of an art assignment, demonstrating contour lines even better than by use of the books. To make a long story short, she gave me the model. Now I have a teaching device developed by a student which outdoes my best efforts.

Group Projects:

This area can present major problems that are not discovered by instructors. Students with special needs may be excluded entirely from group work if the group is not prepared in advance. I have found it necessary to attempt to sensitize the class to differences among themselves on the very first day of the class. I emphasize that tolerance of each other, based on mutual respect of the worth of an individual is our operating rule. I do this without reference specifically to handicapping conditions, but I do not avoid it. Other differences among students are important too.

When making a group project assignment I ask myself two questions: is the assignment feasible for all students, and have I built in rewards for demonstrated creativity in problem solution by the students.

I have referred to the large number of students who are trained notetakers at my institution. I often have one or more of these students in my classes who are not taking notes for that specific class. It oftens works well to assign deaf students to a group that has a student trained as a notetaker. She is already sensitized to the needs of the deaf student and helps in guiding the other students in the group. As a notetaker in other classes, she has had to deal daily with gruff faculty members and thus she is not likely to be intimidated by a fellow student who is impatient with a disabled student.

Students usually solve the problems better than I do. I once had a class of fifteen deaf students and three hearing students. The tables were turned for the hearing students, but they adapted and participated well in group projects. The students arranged for an interpreter and creatively solved their assigned problem, although their communication modes were radically different. The deaf students discovered that hearing students don't understand everything just because they can hear it. The hearing students discovered that deaf students are smart. The fact that they didn't sound like they knew English was no reason to conclude that deaf students were "dummies." When it came to understanding and doing things, they were quite capable.

Minicomputers:

I saved this area for last since it is the area I am most interested in. At the outset, I caution you that there are no panaceas in education, and that particularly applies to computers. According to an extensive study of higher education "You can do anything with a computer that a teacher can do -- at ten times the cost." An administrator in my college has a plaque on her wall which states, "Our staff messes up things pretty good; but to really screw things up you need a computer." I heard the manager of the education division of a very large computer company say, "...there have been almost no creative uses of computing in education." So don't expect miracles.

Nevertheless there are so many mini- and microcomputers around now that some novel uses of computers are beginning to appear. One application not normally thought of as "education" is word processing. Its applications are inexpensive and almost infinite. Once text is written it is available for easy modification. Rewriting becomes simple. The student can focus on the assigned task, not so much on the mechanics of making the paper look neat, or the extreme effort some students have to exert simply to put words on paper. With simple keyboard modifications and inexpensive hardware almost any college student can use a computer as a real tool.

I also maintain considerable records on my students. It allows me to treat them more individually since it is easy to maintain a lot of information and process it rapidly. Years of experience with hundreds of students are now available for study. What I learn from my students becomes part of my future teaching.

Instructional programs are not the best use of the microcomputer at their present state of the art. The time required to develop a lesson is enormous compared with its payoff and life expectancy. The creative uses of the computer in other than presentation of instruction have for me the greatest payoff.

GUIDELINES FOR MODIFICATION

In the above discussion I have tried to demonstrate practical reasons for course modification and practical methods for accomplishing it. Edcuators have been accused of being the last bastion of defense against change. However, approached in the right way, teachers can become very courageous in changing their material. Keep in mind the following Guidelines for Modification that Really Work:

1. They can be done by the teacher, simply, without reworking the course.

2. They allow, even prompt, the teacher to be creative.

3. They constitute something the teacher feels she "owns" (no "Not Invented Here" syndrome).

4. They are labor (not capital) intensive.

5. They encourage learners to develop their own strategies.

6. They promote learning of all students.

DESIGNING/IMPLEMENTING A FACULTY WORKSHOP ON CLASSROOM ACCOMMODATION

Jane E. Jarrow, Ohio State University

ABSTRACT

Techniques and activities which can be utilized for faculty awareness/accommodation training are presented. Specific activities demonstrated are designed to show how a handicap can interfere with traditional learning and how such a handicap can be accommodated. Emphasis is on learner's ability to perform with appropriate accommodations, rather than emphasizing the disability in traditional circumstances.

The goal of this workshop is to provide a series of immediately useful activities for faculty awareness/accommodation training that you can put into practice at your own institution. These activities have been used in such training here at OSU and have proven effective and useful. As a presenter, you must develop your own style of presentation, and you will all go home and adapt these ideas to be suitable to your situation and your personality, but I would be remiss if I did not begin by discussing my own philosophy at least a little bit.

Two years ago, I was asked to conduct a series of such workshops with our faculty, and we did some statistical analysis of the changes that occurred in faculty attitudes toward disabled students as a result of their participation. I came away from this experience with some interesting conclusions: YOU CAN NOT CHANGE AN INSTRUCTOR'S ATTITUDE ABOUT A STUDENT'S CAPABILITIES THROUGH WORKSHOPS LIKE THIS... such change only happens after the instructor has had successful interaction with disabled students in a one-on-one situation; HOWEVER, you can change someone's knowledge and willingness to adapt their own actions to provide accommodation for disabled students.

My first recommendation to you in planning such training is to recognize this limitation in effectiveness, and not to be discouraged. Changing an instructor's knowledge and willingness to adapt is ALOT! If you can get the student enrolled in the class and in the door with someone willing to attempt academic accommodation, proving individual worth is up to the student - - that puts him/her on an equal footing with all the non-disabled students in the class. The professor doesn't think all of them will shine, either!

How do you get faculty to attend such training? That is a good question... and I wish I had a better answer. I used to think that forcing attendance from higher up in the administrative ranks was not a good idea as you were unlikely to get attitudinal changes if the participants were already disgruntled about being pressured to attend. However, if you believe my previous statements that you can not change attitudes in this way anyhow, then what have you got to lose by forcing attendance?! I will timper this by saying that many of the ideas and suggestions do not become meaningful to professors until that handicapped student is sitting in front of them in the classroom. Perhaps faculty are best approached for paticipation either just before or just after they have faced such situations.

I am about to demonstrate a series of tasks that I believe could be used by any of you, but there are some things you must understand from the outset:

1) Some of the things I do/say in these tasks are, at best, oversimplified in explaining the functional classroom limitations imposed by a handicap. If you want to be entirely accurate and complete in the information you provide, it will cost you a great deal of extra time and I do not believe you will get adequate return on your investment in terms of extended faculty understanding or cooperation. Assuming all of what you have to say is new to your audience, they can only absorb just so much; my suggestion is to go for the highlights.

2) Your credibility (believe-ability) in selling classroom accommodations is often carried by your enthusiasm. I believe that the end justifies the means and that if I have to stretch the truth a little to make a point, that's O.K., but you must follow your own conscience (I once had a professor who used to say "there are times when a quick answer is as good as a right answer!").

3) Some of you have heard me say this before, but after 6 years as a faculty member, I have few illusions about my compatriots. I believe that many faculty members do not know very much about how to provide good teaching to able-bodied students, much less to disabled

students, but then they don't CARE much about good teaching, either! You could threaten faculty with laws/university policies dictating accommodation, but the tenure system often makes faculty feel invulnerable to such pressure. You could appeal to their better natures, but some don't have any! Many faculty members are satisfied with being "adequate" in the classroom. The trick is to convince such instructors that they won't even be adequate without accommodation, and yet accommodation does not take much time or effort from the instructor. Appeal to their egos - - "Gee, Dr. So-and-so, I know what a good job you already do. Let humble little me show you a few little tricks that would allow every student to profit from your wisdom and expertise, not just the able-bodied students lucky enough to sit in your classes now!"

All of the materials and suggestions I am about to present are yours for the using with no strings except those I have already stolen from someone else! Let's begin by talking about the preparation of materials for the workshop. I have found that the most effective presentation is to have the papers that go with a particular set of exercises provided in a specific color and then have the colors varied so that you can easily give instructions to "take out the blue sheets" or "take out the pink sheets clipped together on top of the pile". What color you make various segments of the presentation is arbitrary. Instead, or in addition to, such color coding you may wish to consider using report covers with individual pockets to seperate things (I put everything into such covers for the workshop, then give participants manila folders to take their papers home while I keep the fancy covers to use for the next group). This kind of organization does much to make you appear efficient and to save valuable time as you proceed - - time that can be spent in more profitable ways than searching for the next activity. On the outside of the folder or the top of the stack of papers, I put a notice that instructs participants not to look at materials until they are told to do so. This will avoid having them rifle through papers when they are supposed to be listening to you, and will leave you the element of surprise for some of the tasks which may be presented more effectively that way.

Hearing Impairment

The "Kids Come in Special Flavors Kit" (1978) available from a parents' group in Dayton, OH, is designed to introduce grade school youngsters to individual differences created by handicaps. Included in this kit is an "Unfair Spelling Test"... a list of ten words that are read three times with varying degrees of hearing loss simulated. It is particularly good in that they have not just lowered the volume in successive recordings, but rather they have fed the recording through an acoustic filter so that there is interference with discrimination of the sound as well as its loudness. I took the tape and re-recorded it to speed administration of the test; you could ask someone on your campus to create a similar tape for you if they have an acoustic filter available, but the original is worth checking into; the ten words they have chosen are simple words that are easily mistaken for others because of their phonetic make-up. The test provides an excellent demonstration of the difficulties experienced by the hearing impaired student trying to function strictly on the basis of oral input.

The second demonstration that I have found to be most effective for the area of hearing impairment is designed to make a point about the benefits of a signing interpreter for the student requesting such service. I teach a "lesson" in basic vocabulary in which the first time through I use no voice at all, requiring participants to rely strictly on lipreading cues, then ask questions concerning the lesson taught (see Appendix A). The second time around, I use exactly the same script, also without voicing, but this time with the addition of signing cues. Then I call up someone from the audience to answer the series of questions at the end of the exercise. I try to keep score up on a blackboard (right-wrong) so that it is obvious to the audience how much better the subject who has the benefit of the signed cues and questions does. If you want to tilt things further in your direction, you might wish to consider deliberately choosing someone to answer the questions the first time who looks very lost, and making sure that the person you choose the second time was nodding and smiling and apparently following what you were saying/signing!

As with all the demonstration exercises recommended here, my experience is that the more you can involve the entire group during a demonstration, the more effective that demonstration will be. If, however, you are particularly interested in sensitizing the faculty to whom you are speaking on the problems of deafness (if, for example, you are doing a workshop for the faculty from a particular academic area that has just had a deaf student enroll as a major) you may wish to extend these exercises slightly. In such cases, you can get a tape recorder with headphones and a tape of white noise (static) from you Speech and Hearing Department or your Physics Department, and ask for a volunteer to come up and demonstrate the difficulties ex-

perienced by someone with a hearing loss. You then put the earphones on your volunteer and involved him/her in a series of exercises designed to show the difficulties involved when the individual hears only part of what is said. One of my favorite trials is to walk around the individual while I am talking, never varying the pitch or volume of my voice but making lip-reading cues available at some times and not available at others. If your subject is like most, there will be times when you receive NO response, times when you receive a correct response, and times when you receive a tangential response (eg., "What time do you go to bed?" "It is 11:30 now.") because the subject is trying to fill in based on what he/she thinks you said vs. what was actually said.

Visual Impairment

In my experience, the two most important points to get across to faculty concerning the visually impaired student have to do with the difficulties in understanding lectures that involve a great deal of visual references, and the difficulties experienced by the partially sighted person in reading a poor copy (as dittoes are likely to be) of tests, handouts, etc. If you can get hold of a few sentences typed in successdingly smaller print, and then have these dittoed off (if you really want to complicate things, have them dittoed onto lue or buff colored paper) and then attached to the series of handouts on visual impairment have a Sight Saver... one of those purplish sheets used to clean glasses and available in most drug stores. They make a terrific "blind" for showing the difficulties in discriminating small print and/or the differences experienced in copies run off with different contrasts available. I usually make it a point to reinforce the idea that a partially sighted individual may be able to work successfully from a clean black-on-white copy while being unable to function from a poor copy, and that photocopying the stencil before it is run off will yeild such a copy. I don't think it is necessary to make a big point about the necessity for accommodation for the totally blind person... in my experience that is one of the few areas that professors generally don't quibble about... although you may have difficulty explaining to a math instructor how the accommodation will be made.

The other exercise involves giving a short lecture twice, once with lots of visual references ("over here is...", "in front of this line...", "everything below here...") and then a second time covering the same topic but with clear descriptive references. Participants are asked to close their eyes and listen to the first lecture and then identify something or answer questions over the lecture material. Choose the questions so that they are dependent on the information your audience did not receive. The topic of your talk is really arbitrary - - anything that makes it easy to work in visual reference. After listening to the second (rephrased) lecture, participants answer the same questions again. Keep in mind that they are doing the same task for a second time and they knew what to listen for; they are bound to do better. If you keep talking they won't have time to realize that some of the improvement is a function of circumstances... all they know is that with appropriate accommodation, they were successful!!!

Mobility Impairment

I generally start this section by reminding attendees that the student who has only lower-body mobility problems (and in a wheelchair) is just like any other student in class sitting down! I try and emphasize that those who may LOOK most handicapped are often the ones needing the least amount of academic accommodation.

To demonstract accommodation strategies for someone with upper body mobility problems which interfere with speed or precision of writing, I give a strip of 2" wide masking tape and have each paticipant tape the thumb and fingers of the writing hand together. The participant is then asked to pick up a pen, turn over a quiz paper, and answer a series of questions by writing long answers into small blanks in a short period of time. The task is repeated with the quiz arranged so that the correct answers can be circled, indicated by giving the letter in front of the correct response, or the like. (NOTE: If you make the quize and the time short enough and prohibit attendees from using their untaped hand, you may have some who spend the whole time trying to pick up the pen and turn over the paper!).

Communication Impairment

The major point that you want to make concerning students with communication impairments is that an instructor should not equate the way an individual talks (articulation) with that individual's intelligience. Whether or not language usage (grammar and vocabulary) accurately

reflects IQ is a whole seperate issue, but someone who is stuttering or has a list should certainly not be judged as intellectually lacking purely on this basis. I usually ask for (or draft!) a volunteer from the audience and then give that person a handful of marshmellows to stuff in her/his mouth and try to talk. Needless to say, their articulation is more than a little faulty under these circumstrances. I then make some comment to the effect that most 6 year olds can talk better than that, and I find it amazing that this individual has achieved so much when he/she is no smarter than the average 6 year old... "What is wrong with that statement?" It seems to be a very effective way of making the point.

Learning Disabilities

As might be expected, giving an effective demonstration on the topic of Learning Disabilities may be among the most difficult situations to deal with. I have found that you must start out by talking about what Learning Disabilities <u>are</u> and dispelling some common myths and over-simplifications. The exercises you adopt should be geared to show that when one has faulty input coming in, you cannot but expect faulty output. The breakdown is in processing, not in intelligience. One of the best demonstrations I have found in this regard includes having the individuals in attendance pair off and try some mirror writing (tracing a star may do the trick). After seeing how much problem is experienced with this misleading visual input, have attendees close their eyes and put the finger of the non-writing hand on the next spot they want to draw to, and tract the line by <u>feel</u> rather than by sight - - most people are more successful this way than the first in getting a relatively straight, on-target tracing, and it is a good way of reinforcing the idea that the more input the individual gets, the better chance they have of succeeding - - thus the need for taped texts, alternate test-taking arrangements, etc.

My other idea for a demonstration in this area involves giving the same information through visual (written) and auditory (spoken) channels, with some pieces of information missing or garbled each time, but having the missing pieces different in the two presentations. Thus, neither presentation alone gives the individual full information, but togetner all the pieces are there!

Good Luck!!!

PAPERLESS BRAILLE MICROCOMPUTER

Andris Zingis, Futura Computer Products Incorporated

ABSTRACT

New 8-dot paperless Braille display strip opens the world of precision word-processing, full information manipulation as well as dial-up capability to other computers for those who are blind.

DEVELOPMENT

The world is designed for the normally sighted with signs and labels too small to read even if you can see but have a vision problem. If you cannot see at all, ordinary watches, pencils, note pads, calculators, and notices on bulletin boards are of little practical value. The common television screen computer terminal is also inaccessible to one who lacks the vision to use it. Although there are sighted people who see no need or use for computers, there are those who know how to take advantage of them and greatly benefit from the many uses to which a computer can be put. Futura Computer Products Inc. is making this technology available to the blind who would like to have the same kind of access to computers which the sighted have. The speed and precision of paperless Braille offers this option.

Some years ago a German engineer designed an electro-mechanically driven modular Braille display cell. After some development he got the financial support to bring into existence his own plant dedicated to the production of handicapped aids for the blind and deaf blind for whom his company builds display units which let them use a wide variety of conventional office machines in much the same way a non-handicapped person might. There are typewriter attachments, computer terminals, CRT terminal screen display units, and calculator attachments all of which use the K. P. Schoenherr 8-dot paperless Braille display cells.

IMPLEMENTATION

The 6-dot Braille cell has been an international standard for many years. There are several established character and symbol display formats including standard letter by letter Braille transcription (grade 1 Braille), abbreviations for sounds and syllables (grade 2 Braille), special character sets for math and music Braille. One obvious problem which the 6-dot cell creates is a limited character set of only 64 combinations. Special characters are used in combinations to indicate such distinctions as capitalization or numerics. This means that additional cells or symbols must be used to display that which print can convey to a sighted reader. The introduction of the 8-dot technology has expanded the 64 character set to one which can differentiate 256 combinations. The two new dots are added on the bottom of the normal 6-dot cell and are normally called dots 7 and 8; dot 7 being under dot 3 in the conventional Braille cell and 8 being under dot 6. By raising dot 7, capital letters can be identified as such in a single Braille cell. Dot 8 identifies a letter as a number without the preceeding numeric symbol. Raising both bottom dots one has an entire set of the alphabet normally used by computer programmers to display the control character set of a standard computer terminal. Thus a large number of easily learned options become instantly available without sacrificing the established standards. The option of using only the top 6 dots is always present; the need for preprocessing or translating special Braille symbol combinations eliminated.

Connecting a 40 character paperless Braille display strip to a standard S-100 microcomputer with a CP/M operating system creates a powerful tool in the hands of a blind user. The display strip mechanically latches each character so that it can be examined at leisure. This is true for both input from the keyboard as well as output from the computer. The 40 character window shows a 40

cell segment of a line or a whole line, if it is shorter, then clears itself at the touch of a button and displays the next 40 characters or next line as the case may be. Wordprocessing, proofreading, editing, programming, data entry and retrieval are all under the user's control without the need for readers, assistant typists or intermediaries between the material and its user. Standard computer printers can print an ink copy of any document in the computer for the sighted user, boss or colleague who need never know it was prepared in Braille. The internal storage format of the computer is neither ink print English letter format nor 8-dot Braille format; it is binary data which can be displayed on a visual screen, spoken through a voice synthesizer, typed on a sheet of paper or be displayed on a computer driven paperless Braille strip. The strip merely gives the blind user reliable, accurate and concrete access to that which others use in other ways. The many varied uses of computers in business, at home and in recreation can be described more eloquently by others who know all about such advances; Futura Computer Products Inc. is working on bringing that technology with its advantages to the blind.

PRE-COLLEGE ASSESSMENT AND TRAINING CENTER

Susan Magruder, Wright State University

ABSTRACT

The Pre-College Assessment & Training Center (PCATC) is a Federally funded program of Wright State University's Handicapped Student Services Office. The program provides a functional skills assessment in areas determined necessary for students to compete in post-secondary education settings. The program specifies three categories of skills to be assessed: Independent Living/ Personal Care skills, Academic/Study skills, Career/Vocational Exploration skills. The program targets mutilple and severely disabled clients who may have been denied access to post-secondary education. A PCATC report specifies the skills in which a client currently is independent, the skills in which a client will need specific skills training, and services a post-secondary education program will need to provide to accomodate the client. The program utilizes optimum client participation in activities closely paralleling those required of a college student. The assessment is done by behavioral observation, supplemented by pencil/paper tests. The report is in layman's language and easily shared among disciplines; rehabilitation, medicine, education, psychology.

OVERVIEW

Wright State University received a Grant from the U.S. Department of Education, Regional Educational Program for Deaf and Other Handicapped Persons. The Grant was received because of the lack of a good educational based assessment in the field.

The state of the art as it exists today in evaluation systems for post-secondary education follows:

*The majority of students with severe disabilities seek sponsorship from their state vocational rehabilitation agency. They become clients and are usually asked to participate in a series of evaluations to determine their feasibility for those programs.

*The evaluations required include things like medical evaluations, standardized vocational evaluations which, in most cases, do not include populations with severe disabilities. They also include psychological evaluations which are time and/or dexterity loaded.

*Most of the evaluation systems relate to skills which are vocational or intellectual, rather than educational.

*Students can receive funding for post-secondary education based upon information about their skill level, or a student can be denied post-secondary education because testing indicates they are unfeasible for post-secondary education.

*Schools are under 504 guidelines to accomodate students with disabilities, but feel underprepared and ill-equipped to serve students with severe disabilities.

*Students served are done so in a make-shift fashion: "If they can survive the first couple of quarters, they should be able to succeed in school."

*Students go to a school which meets their personal care needs, not necessarily their educational needs.

*Students arrive with too little or too much equipment for their post-secondary education program.

*Students request too little or too few support services while in post-secondary education.

*There exists no objective evaluation to measure the physical ability necessary to handle various college situations.

*There is no way to assess the attendant care required since one cannot generalize family care to attendant care needs.

*There exists no way to assess a student's social functioning as it would relate to a post-secondary education program.

The PCATC was designed to enhance the success of disabled students in post-secondary education by promoting the realistic selection of educational programs. PCATC measures skills which apply to all levels of post-secondary education; Vocational/Technical, 2-year, 4-year college. These skills are assessed by providing a thorough evaluation of three categories: Physical/Independent Living Skills, Academic/Study Skills, and Career/Vocational Choice Skills.

The objective of the PCATC are as follows:

1. To assist disabled individuals who are interested in pursuing post-secondary education.

2. To recommend appropriate educational programs.

3. To prescribe equipment and types of support services necessary for success.

4. To provide a prescription for post-secondary preparatory training in independent living skills, academic study skills, and career choice areas.

The PCATC was developed by using a job description listing the activities a typical student participates in, in a post secondary educational setting. Job analyses were done identifying the activities students typically performed in various types of post-secondary programs. Each of these activities were broken down into the physical and the cognitive requirements of the activities. Thirty-six very specific skills common to all levels of post-secondary education were identified.

WHO

Wright State University has a long standing history of serving disabled students. The expertise of the current Handicapped Student Services Staff is drawn upon in assessing every client in the PCATC. The extensive support services developed for enrolled W.S.U. students, are utilized by the PCATC clients during their assessment (adapted transportation, personal attendants, test proctors, etc.). In addition, professionals were identified to act as consultants in any specialized skill assessment which was required. These professionals include: Physical Therapist, Occupational Therapist, Speech Therapist, Psychologist, Physician, Mobility Instructor, Rehabilitation Engineer, Interpreter, Developmental Reading Skill Specialist, Developmental Writing Skill Specialist, and Adapted Physical Educational Specialist.

One of the strengths of the PCATC Staff is a classification entitled Peer Facilitator. The Peer Facilitator (PF) is a student currently enrolled in a post-secondary educational program, who is successful in their educational programs, and who has also a physical or learning disability. The PF participates in the assessment process acting as a role model and answering questions about having a disability while in college. The PF also functions as an assessment staff member doing observations of the client in each of their skill areas.

Another unique perspective about the PCATC Staff is that clients themselves participate in the assessment. Prior to the time a student arrives on campus for their assessment, they are sent a series of self-administered skill check lists. The client is asked to assess his/her own level of skill in each of the areas that will be measured while in the PCATC.

HOW

When a client is referred to the PCATC, their application is screened and a pre-service interview is scheduled. During this pre-service interview, the client gets answers to questions they may have about the PCATC. The assessment staff also receives information they need to plan for the physical or academic support services the client will need. Selection of skills to be assessed is done as a part of the referral process, and maybe modified during the pre-service interview.

The actual assessment takes place on campus. A report is written stating the skills the client can do independently, the skill in which the PCATC Staff recommends additional training, and the skills an educational program needs to assist the clients with. A staffing is also offered to the client family/referral source if any further discussion is needed on the student's participation in the PCATC. Six- and twelve-month follow-up surveys will be done to measure the level of skills the client has mastered, to assess their functioning in post-secondary education, and to evaluate the reliability and validity of the assessment.

In addition to this assessment process there is a very extensive follow-up process done prior to the time the client comes on campus. This follow-up attempts to duplicate the most successful academic situation a client has experienced. For example: the provision of materials or equipment, a different procedure for taking a test, or time variances can be added to the assessment process if that is what the client has used successfully before.

WHAT

The most basic skill assessed in the PCATC are the Self-Management skill areas. A student may be able to master the tangible skills necessary for school but if they lack the internal drive to be successful in that program, they can fail. Self-Management components are measured in each of the three skill areas; Physical/Independent Living, Career/Vocational, Academic/Studey Skills. For example: In the Physical/Independent Living skill area, the PCATC can assess the client in seventeen areas. An example of one of these skill areas is mobility-the ability of a client to get around on campus. In addition to the physical stamina requirements, a client needs to be able to problem-solve should they get lost or in the event that an elevator breaks down, etc. Problem-solving ability is a self-management component in the mobility skill area.

In the Career/Vocational area, four skill areas can be assessed. For example, does the client have the ability to select a career goal. In addition, it is determined whether or not the client has the ability to get from where they are now to the career they want, and to designate the steps in between. The ability to set long-and short-term goals is the self-management component of the Career/Vocational skill assessment.

In the Academic/Study Skill areas nine skills can be measured. For example, can the client write an English composition? In addition, does the client have the ability to plan ahead, knowing the composition must be completed by the time their assessment is completed? The effective use of time-management skills is a self-management component of the Academic/Study skill areas.

TRAINING

In addition to assessment, the PCATC recommends training programs in skill areas in which the client is weak. The recommendation for skills training, again, will be very general, allowing the client to secure training in a program close to home. If the skills training cannot be obtained locally, the client then has the option to enroll at Wright State University's PCATC Training Program. Training includes academic preparation (reading, math, study skills), as well as workshops (How to work with an attendant; Effective use of Academic Aides, Personnel Effectiveness, etc.)

BENEFITS

Benefits of PCATC to sponsors of students include:

*A tailor-made assessment process

The specific information requested by counselors will be provided.
Although the PCATC assesses in thirty-six areas, a client may be assessed in only three areas if that is what is desired.

*Practical recommendations for training in career choice

Information from the PCATC is in a form easily transferred into individual planning formats required by many agencies and educational institutions.

*Provide intervention strategies for counselors

The PCATC provides information on how counselors/teachers can assist their clients in being better prepared for college.

*Reducing time and costs associated with inappropriate educational programs

By providing specific information on assessing skills, providing that information in a form easily interpreted to the clients, and providing that information to the counselors on how they can assist their students in being better prepared, time and costs associated with inappropriate educational choices will be reduced.

*Provide guidance in working with "high risk" clients

The PCATC is especially helpful in working with those clients who are determined to be borderline in feasibility for post-secondary education.

The benefits to sponsors are practical and prescriptive, identifying those areas in which students can benefit from additional training, and those areas that need to be accomodated in the clients program.

Benefits to the clients referred to PCATC are:

*Appropriate program choices

The PCATC can eliminate the trial-and-error approach many clients use in selecting a post-secondary education program. Many clients select 4-year colleges because of accessibility and because of substantial support services, not because they have identified a career goal, or the training program necessary to reach that career.

*A fair assessment of abilities

In addition to measuring what the client can do, the PCATC uses a "learning component" to measure potential. For example, if a client has been referred for assessment in the meal preparation area, the client is asked to participate in the activity designed to measure meal preparation skills. If the client has never been allowed to prepare meals before their assessment, the assessor temporarily steps out of the "assessor mode" and steps into the "teacher mode". The assessor explains briefly the process in meal preparation. The client is then asked, based upon what they have just learned, to continue with the assessment activity. The benefits are twofold; first, the client has been assessed on their abilities, not on their disability. The client also is given an opportunity to demonstrate what they can do with some additional training. The change occuring between the two measures of skill, before and after the learning component, will be used to predict the potential for success in intervention or additional training.

*Recommendations for equipment and devices

The PCATC can reduce the purchase of inappropriate equipment and devices for post-secondary education programs.

*Broader awareness of career options

In a survey conducted by the PCATC prior to the program's development, 300 students with disabilities were surveyed about the selection of their career area, how they reached that decision, and any support services they received in that exploration process.

64% of the responding students indicated they were in a social service/education major. 82% of the respondents indicated that they selected that area because of interests, or because they thought "they would be good at it". 60% responded that they received no assistance or help in determining that area as their career goal. The PCATC broadens clients career options by using resources such as an Alumni network, and by teaching the client one career exploration process: the face-to-face employer contact. When possible, clients are assigned contact people either on the Wright State University campus, or with one of their graduates who is working in a career area the client has an interest in.

Benefits to educational institutions include:

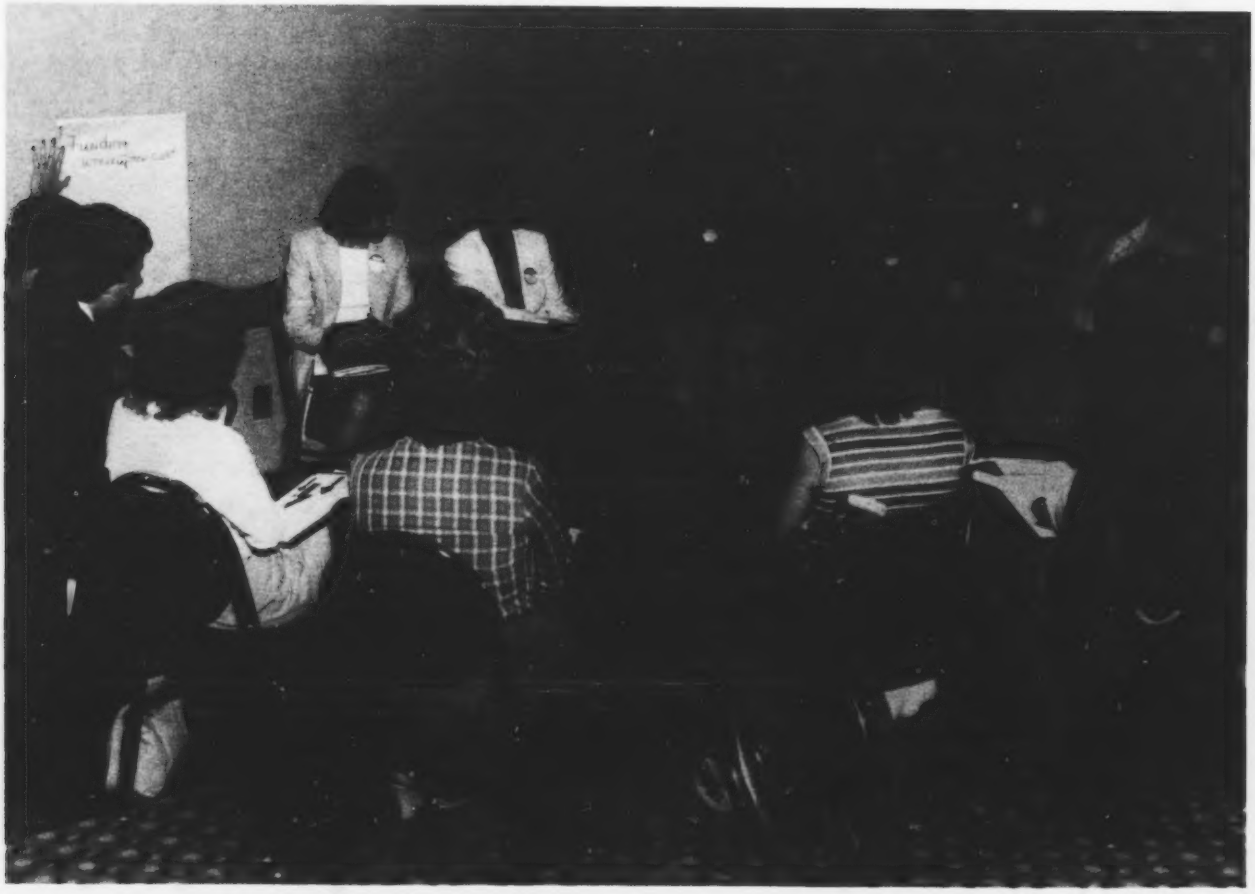
*Recommendations for accomodating the client into their program

Recommendations for skill building which could be started when the client enters that program rather than waiting until weak skill areas show up.

*Providing guidance on where to obtain the resources necessary for accomodating disabled students

*Providing a better prepared client for entry into post-secondary education programs.

If any further information is desired on Pre-College Assessment Services, please contact Handicapped Student Services, Wright State University, Dayton, Ohio 45435; Phone number (513) 873-3157.



ENCOUNTERING BLACK STUDENTS WHO ARE DISABLED

Alyce Earl Jenkins, Wright State University

ABSTRACT

A large number of minorities; blacks, Hispanics, Asians, American Indians are either congentially or adventitiously disabled as are members of the white race. Professionals who work with the disabled are expected to be accepting and have unconditional positive regard for all of their students. However, minority students who are disabled may not think that they are treated or will be treated in an accepting and genuine manner. Indeed, professionals have difficulty working with minorities for many different reasons.

The encounter between professionals and blacks or Hispanics usually occurs within the context of the larger society - its culture, norms and values; a culture which has a history of oppressing minority groups while encouraging white dominancy and superiority. America's culture also has a history of treating persons who are disabled in a very uncaring and insensitive manner as evidenced in the earlier practices of Social Darwanism and eugenics. It is within this framework that the professional and disabled client, the powerful and the powerless, meet. They are very likely to be separated by race, money, education, language, social position, and a lack of real knowledge of and feeling for the other's life experiences. They come together as mutual strangers with feelings of fear, suspiciousness, anger, and pain which may cause each, the professional and disabled client, to become defensive. At the same time they share a common need for each other. It is this commonality which makes it possible to overcome barriers to effective service delivery. The following articles are designed to assist professionals in removing obstacles which negatively impact their encounters with blacks and Hispanics.

ENCOUNTERING BLACK STUDENTS WHO ARE DISABLED

When counselors/advisors and black disabled students come together, they usually bring different life experiences; different because of physical abilities and race. However, there may be more similarities if both the student and counselor are disabled or both are of the same race. More often than not the counselor is white, without disability and have values which are perceived to be different than the black students'. Occasionally, the counselor is black and disabled. Although they may have more in common, the black student is likely to think of the black counselor as being one of the lucky ones. The student is also likely to think that the black disabled counselor has forgotten or has never known what it is like to encounter barriers because of race and/or disability.

Black students who are disabled may be confronted with two sets of stereotypes. They may be thought of as lazy, shiftless, untrustworthy, unintelligent, and happy. As disabled persons, the students may be thought of as being frustrated, maladjusted, and to have very tragic lives. Being black or disabled are characteristics which are frequently rejected by the larger society.

What happens when counselors/advisors, who usually represent the ideal, encounter students who are different? Often, they are confronted with obstacles caused by personal feelings and previous experiences. These obstacles can be broadly referred to as dispositional and situational barriers. Dispositional barriers refer to personal feelings, attitudes and self-perceptions which counselors/advisors and students have. Situational barriers are relevant to their personal circumstances.

Previous work with black disabled students and counselors/advisors as well as observations by Anderson and Smith (1969), and Karnes, Zehrbach and Jones (1971), indicate that both groups are predisposed to dispositional barriers of fear, alienation, feelings about self and value orientation. Black disabled students and counselors/advisors intellectualize their feelings in several ways. Students are likely to have fears of:

- self disclosure

  Can I trust the counseling staff? Will I be viewed as too passive or too aggressive? Will seeking services emphasize my disability more than my abilities?

- loss of power over self

  Will I lose control over my college experience? Will they manipulate or exploit me to make the office or college look good? Will they give any consideration to my wants?

- being lied to

  Will they only raise my hopes? Promise me assistance which will not be forthcoming? Will they lie by omission, i.e. not inform me of all the services for which I am eligible?

- experiencing alienation

  I will feel alienated because the situation is strange. I never planned to attend college. I don't know how to act. I can't look them in the eyes. I know they think I am lazy, dumb and uncooperative. Do I really want to feel alienated?

- failure

  My life has been one failure after another. I will not attempt to succeed, because I am simply going to fail again.

Counselors/advisors may have fears of:

- resentment

  Will the student resent me because of negative experiences with professionals? Or will the student resent me because of my position of power? After all, the student must do as I say. Maybe the student blames me for all of the problems blacks have had. The student may resent me because I am not disabled.

- being discovered

  Blacks and people with disabilities are adept at recognizing phonies. The student probably knows this is my first job. Knows that I've never worked with this group of people before. The student may tell me that I don't know what I'm doing.

- being manipulated

  The student is agency wise. The student knows I am on a guilt trip. Will he use this knowledge to con me into making promises or delivering services I am not supposed to?

Another dispositional barrier concerns feelings about self.

Black disabled students may think:

To be disabled is to be physically deviant. Society looks down on deviancy. Additionally, most people don't think much of blacks. Therefore, I cannot imagine that I will be treated as a person of worth. Besides, what are my chances of making this experience a positive one? Everytime I try to improve myself they knock me down. All my life, they've made me feel bad about myself. All of my failures are due to external forces. So why let them make me dislike myself more. I am not their ideal. Further, seeking assistance puts me in conflict with my family and friends. My parents have been hurt by the system. They stopped trying to get help for me, because we were treated so badly. My family doesn't want you to kick me again.

Counselors/advisors are likely to think:

> I have achieved because I am intelligent, creative, young, able bodied. I am successful. I am society's ideal. I am somebody. I am important, I am respected. Even if I were disabled, I would be better off than a black who is disabled. It must be awful to be black and disabled.

Then, there is the question of values.

> My values are the same as yours. I want success, security, health, love and happiness. The difference is I have to spend most of my time trying to satisfy my immediate needs. I don't have time for long-range goals. To work toward future goals is to forget my family's hidden curriculum which is to survive and take care of basic needs first. Besides, I must be realistic. Chances of realizing my occupational aspirations are not as great as yours.

Counselors/advisors may think:

> I must treat black disabled students differently because our values are not the same. They only live for today without concern for the future. The students really don't value education, but prefer to have a good time. Black disabled students don't care about work ethics.

When considering situational barriers, concern is given to communication and human relation styles which result from circumstances unique to blackness. Environment and situations may have caused blacks to develop a vocabulary which prevents outsiders from removing social barriers. In 1969, Anderson noted that the vocabulary which is employed by blacks is not unlike vocabularies used by special professional groups. For example, both groups use terms which assist them in communicating effectively with peers. Computer programmers have a language which is foreign to the average person. Blacks often use language which is easily understood by each other. "Bad" is good, "gig" is job, "show boating" is being stylish, etc. Anderson further observes that special language is often used to "put down" or "put on" outsiders. The language is used with each other as an expression of identification of comraderie. The special language is difficult for others to learn because when "outsiders" learn it, "insiders" change it. Occasionally counselors/advisors succeed in being genuine in the use of the special language. But as a rule, that practice should be avoided. It is probably better to learn the meanings in order to understand what is being said than to try to use the language.

Communication problems may also occur because the content and function of conversation between blacks and whites are different from that between blacks and blacks. Cheek (1976) illustrates this difference in the Black-White Language Comparison Chart:

Black-White Language Comparison
Content (What you talk about)

Black-Black	Black-White
- white people and their racist attitudes	- weather
- coming social events, parties, concerts, music	- school or work
- past social events	- mutual acquaintances
- mutual friends and ...romantic activities, gossip	- sports
- clothing, planned trips, purchases	- the news, politics, current events
- making money, hustling, job opportunities	- activities of interest to whites (flower gardening, beer parties, fishing)
- being black in America	- rarely about social events, unless work related

Style (How you talk about it)

Black-Black	Black-White
- use of slang - usually lots of laughter - in-grouping gestures, palm slapping louder than usual - black English (violation of grammar) - assumed intimacy	- somewhat restrained - little or occasional slang - awareness of grammar

Function (Why you talk about it)

Black-Black	Black-White
- relaxation - mutual interest - become better acquainted or maintain friendship	- to get or maintain a position - to be seen as capable of getting along - to be seen favorably for reasons of future promotions or improvement in position (good grade) - to not be seen as different - mutual interest - obtain or keep business connection

Note. From Assertive Black...Puzzled Black, by Donald Cheek, 1976, p.54.

Cheek also observed that blacks are very sensitive to non-verbal messages. Many disabled students/clients have also discussed their ability to accurately analyze non-verbal expressions. Both the spoken and unspoken messages are received. Sometimes both messages are responded to; other times only the spoken one.

The last barrier to be considered concerns human relation skills. Again, circumstances have dictated development of a special method of interaction between "insiders and outsiders." According to Anderson (1969), deceptive and defensive techniques are used by blacks who have strong fears of failure and fear of expressing genuine emotions. These techniques prevent others from removing social barriers. Black students may manifest deception and defensiveness by being passive, aggressive, or playing stupid in order to frustrate the professional. The following chart indicates the differences which can occur between black-black and black-white interaction.

Comparison of
Black-White and Black-Black Interaction

Black-White Interaction	Black-Black Interaction
1. Blacks will refer to racial *differences* and use terms of potential threat to whites	1. Blacks will refer to racial *similarity* and use terms like "brother" and "sister" that soften assertiveness
2. Blacks will occasionally "revert" to black language and *intimidate*	2. Blacks will occasionally "revert" to black language and introduce *humor*
3. Blacks will be sensitive to looking for any *inequality* that may exist between self and whites	3. Blacks will be sensitive to looking for *common ground* that exists between self and black person.
4. Blacks will attribute *greater harm* and survival threat to an interaction that ends negatively	4. Blacks will attribute *little harm* or survival threat to a misunderstanding.
5. Blacks will be perceived as sounding and behaving aggressively more often	5. Blacks will involve a language and style that may seem hostile and aggressive to an outsider

6. Loud voice and mannerism will be interpreted as aggressive and inappropriate	6. Loud voice and mannerism will be interpreted as normal and appropriate
7. Threat in aggressive situation is to call into action social and governmental forces	7. Threat in aggressive situation is to apply black community pressure and ostracism.

Note. From Assertive Black...Puzzled White, by Donald K. Cheek, 1976, p.60.

Now that specific obstacles have been identified, what can be done to remove them? After all, you, counselors/advisors, are open, accepting, enabling, caring, self-revealing, altruistic, knowledgeable about resources and different techniques, and you have unconditional positive regard for all students. What else can you do when working with persons whose repeated failures have resulted in their having overwhelming feelings of low self-esteem, alienation, powerlessness, fatalism and resignation? Following are specific behaviors counselors/advisors should demonstrate if they want to convince others that they possess the above traits.

The counselor/advisor should demonstrate:

- unconditional positive regard by providing opportunities for black disabled students to realize that they are valuable members of society. They should become aware of ways society benefits from their presence. Have students talk about contributions they are making to their family, friends, community, school, etc.
- enabling characteristics by (1) divesting their power. Share information with students. Instead of opening the door to opportunity, give students the knowledge, skill, and support to open the door for themselves; (2) promoting positive contacts between black disabled students and other members of the university community. Conduct a series of awareness programs for university faculty and staff; (3) helping students to establish realistic goals which will permit them to experience success; and (4) allowing students to develop their own strategies for service delivery.
- knowledge of (1) unique jargon used by black disabled students, not by using the language, but by understanding the meaning of the words; (2) discriminatory practices which black disabled students may have encountered. However, you should not assume responsibility for past discriminatory practices. You are accountable for your behavior and should work diligently to eliminate negative feelings because of racial or physical differences; (3) community resources and willingness to learn about additional services and programs from students. For example, a black civic or social organization may provide the student with needed financial or transportation assistance.
- caring by seeking out students to determine their progress. A simple telephone call to inquire about progress in selecting a personal attendant makes them feel that you care. Or, complimenting them for a special accomplishment.
- acceptance of the student as an individual who has abilities, limitations and values which may be similar or dissimilar to yours. The counselor/advisor should not be influenced by stereotypes of blacks or disabled. In particular, counselors/advisors should recognize and respect the role religion plays in helping black disabled students to handle problems. Many may feel that whatever happens to them is God's will. Or, that God will make a way. The counselors/advisors should encourage the student to help God by helping themselves.
- genuineness by having congruence between your verbal and non-verbal communication. It is difficult for students to believe that they may take all the time they need to tell you what's on their minds, when you are furtively watching the clock.
- self-revealing traits and openness by sharing feelings of fear, insecurity, rejection and happiness with students. Many of you have been fearful of being rejected for employment. Such disclosures will make students consider reasons other than race and disability for their problems.
- altruism by having more concern about what benefits others than about personal recognition. For example, it should be more important to increase the awareness of University and staff about the concerns of black disabled students than to receive accolades.

Finally, counselors/advisors should be humble in their omnipotence. You are not, nor is it likely that you can be all things to all people. You do not have all the answers and you do make mistakes.

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ENCOUNTERING BLACK DISABLED STUDENTS: AN INTERVIEW WITH LARRY FREEMAN, A BLACK AMERICAN WITH CEREBAL PALSY

Milton E. Wilson, Kent State University

INTERVIEW SUMMARY

The interview with Larry Freeman was conducted during the conference session in front of the audience and followed by audience participation. Although Larry seems to be an atypical disabled person of minority status in terms of achievement motivation and successful coping skills, the interview provides and reinforces some important insights relevant to understanding and assisting persons with disabilities in higher education settings. Twelve such insights are:

1. The dissemination of information in terms of time and place and content to disabled persons and significant others regarding access and developmental opportunities is critical and badly needed to foster the participation of persons with disabilities in higher education.

2. In higher education, disability may be both a help and a hindrance in student development and the realization of personal objectives and goals.

3. Some disabled persons will continue to be pioneers--that is the first disabled person in a particular setting--to break handicapping barriers and realize significant achievements.

4. The expectations and reinforcements provided by significant others in the higher education environments and related support systems contribute significantly to the well-being and growth and development of students with disabilities, and the atmospheres can be facilitative or nonfacilitative.

5. Role models, both near and far, also hold the potential for influencing the aspirations, coping strategies, and adjustive efforts of students with disabilities in higher education.

6. Patience, taking risks, and the ability to relate effectively with others through communication and cooperation, along with a conscious effort to improve one's self-esteem, are helpful to students with disabilities because once the physical barriers in the collegiate setting have been dealt with, the relationship challenges continue in terms of achieving effective relations with one's self and with others.

7. Students with disabilities and minority status may transcend the double barriers of handicappism and racism through facilitative attitudes, coping strategies, and behaviors.

8. Students with disabilities may play a very significant role through their personal effectiveness as advocates for developmental opportunities for persons with disabilities.

9. Students with disabilities and minority status are likely to view helpers in terms of their personal criteria for "friendship"; therefore, effective helpers are likely to be differentiated in terms of friendship moreso than by their professional titles and job responsibilities.

10. Helpers must understand and deal with their predispositions to be "partronizing" to persons with disabilities if they are to improve the delivery of services to students with disabilities.

11. Outreach is a key concept with perceptual, attitudinal, and action implications for helpers in higher education in achieving facilitative encounters with minority persons who are disabled.

12. Attitudinal barriers and architectural barriers continue to challenge both the disabled and their helpers in higher education.

INTRODUCTION

WILSON Hi Larry, how are you doing?

FREEMAN Oh, pretty good, thanks.

WILSON Is everything cool, man?

FREEMAN Yeah, pretty good.

BACKGROUND, DISABILITY, AND DEVELOPMENT

WILSON Tell me a little bit about yourself. How do you describe YOU?

FREEMAN Well, my name is Larry Freeman. I have pretty much lived in Ohio all my life, basically in Cincinnati, until I came to Wright State in Dayton. That has almost been six years ago.

I sometimes describe myself as a former loser. In my childhood, I was a bed wetter.

Over the past few years, however, I have been working hard and trying to become more aware of and positive about myself.

My condition is cerebral palsy. I acquired it at a very young age shortly after I was born and following a bout with pneumonia. For a while I was paralyzed from the neck down. Through the various rehabilitation services, my condition has improved somewhat over the years.

But that created some things for my personality, such as my inactiveness. It led me to be somewhat of a watcher and not a doer. I was kind of on the outside looking in on the rest of my family and the other people in my life. That created an incessant degree of shyness and things like that which were negative early in my schooling at Condon Elementary School in Cincinnati.

It created an undue amount of fear, and I have been working all of these many years--I'm 25 years old now--to get rid of that and to get a positive self image.

COLLEGIAL EXPERIENCE AND CHOICE

FREEMAN Wright State, these past six years, has helped me a lot to overcome some of my past insecurities. It mostly helped me by just giving me the opportunity to become more independent and to do things for myself. This has included such things as finding my own ways of transportation through the bus routes, other activities, like this activity that I never before have had the opportunity to do. These have helped to improve my self esteem.

WILSON Larry, you indicated that it took you six years to get through Wright State.

Were you taking fewer hours than other students or did you drop some courses?

FREEMAN Well, yes, it was a combination of a bit of a slow start grade point wise, and it always had been that I generally take 12 to 13 credit hours every quarter. We had three quarters a year on the academic calendar, and I averaged about 12 credit hours each quarter for my five and two-third years that it took me to finish. That is predominantly why it took longer. I also started out as a psychology major and then switched to theatre.

WILSON So you switched to theatre. We may want to come back to that.

You said that you saw yourself as a loser, as a shy person, and as a withdrawn person. How did this shy and withdrawn person with a losing orientation find out about Wright State and decide to go there?

FREEMAN It was actually toward the end of my senior year at Princeton High School in Cincinnati, and my mother and family were making some preparatory steps for me to try to get into the Goodwill Workshop in our neighborhood. A counselor at Princeton--Mrs. Joan Myers--told me about Wright State. Until she mentioned it, I had never heard of it.

WILSON Did she indicate how she had learned about Wright State?

FREEMAN No, but I think another student had gone to Wright State from Princeton.

I had some good grade averages at Princton and had made the honor roll a couple of times. The counselor thought maybe that Wright State would be a place for me to go.

I thought it was a good opportunity for me, for I had been stuck to my neighborhood, and there were things I wanted to try and aspire to which I would never do if I just remained in my neighborhood.

THE ALTERNATIVE TO COLLEGE

WILSON Do you think that if this high school counselor who knew about a university that was architecturally accessible with programming for disabled students had not mentioned it to you that you would have gone to Goodwill Industries?

FREEMAN Initially, I wasn't even planning on going to college. I probably would have ended up at the Goodwill program had I not heard of Wright State from the counselor.

CAREER PLANS AND ASPIRATIONS

WILSON You went through the four year curriculum and received a degree. What are your career plans and aspirations, and how are things going?

FREEMAN The degree that I received was a Bachelor of Fine Arts degree in directing from the Theatre Department of Wright State University.

I believe that I was the first disabled person to do that at Wright State, and I was very proud of that.

Initially, I started out in psychology even though, as early as high school, I wanted to do something in theatre.

With some encouragement by my family and the fact that not many disabled people had had the opportunity to do things in theatre, initially, when I first started college, I thought it would be safer to try to major in psychology. But after the first couple of quarters--and I was not doing what I wanted and had received some low grades although I had taken some introductory theatre classes that went pretty well, I decided to convince my mother to allow me to switch over and try it anyway. From there, things went better--grade point and so forth.

I still have the long term goal of doing some form of performing in the arts or the theatre. I would like to do some form of writing and eventually a little directing, although right now, I need a lot more experience and various other things in order to do directing. That is more of a long term goal to continue my writing and, maybe, to help out in the formation of some kind of theatre group for disabled persons and a theatre group for the minorities much like the basic theatre groups that are functioning in the general, overall society.

HANDICAPPISM AND RACISM AND ASPIRATIONS

WILSON Let's shift a little bit and talk about disability and race.

You indicated that your disability is cerebral palsy.

Tell me, do you know many disabled persons?

FREEMAN I have known quite a few. I went to Condon Elementary School, and through school I met--

WILSON Was that a school for--

FREEMAN For disabled persons? Yes.

WILSON And how did you progress? Did you remain in school settings like that?

FREEMAN Princeton was a mainstreaming project and was populated predominantly by able bodied persons.

WILSON Was that a predominantly black school?

FREEMAN No. It was predominantly white.

WILSON College prep? Courses for persons interested in the arts?

FREEMAN They had theatre courses, but it was more of a general education high school. They did have a theatre department.

WILSON Sometimes, disability is viewed catastrophically, and people say, "Oh, isn't it terrible to have this condition!", when it might not be so terrible at all.

FREEMAN Yes.

WILSON A disability might be two-edged. Sometimes, a characteristic can help persons, and at other times, it can hinder persons.

I would be interested in learning how your disability and the disabilities of others you know have helped or hindered them and you in gaining access to and in moving through college. Maybe you could help us understand this.

FREEMAN All right. In moving through college, other than initially in not being allowed to take part in the theatre program, I just hung around until I got the opportunity to do it.

Disability has not hurt me. In terms of with people, I get along with people. In the sense of my personality, the passiveness may have helped in certain degrees.

Other than certain physical barriers, it has been more of a help than a hindrance, but I would have gotten a bit further, of course, if I didn't have it. But it has its own uniqueness and has helped. So, I guess that life hasn't been so terrible.

WILSON Are there some problems that stand out that had to be dealt with by you and your friends in college? Any particular things?

FREEMAN No.

WILSON Well, let me turn a bit. Look at us (pointing to the audience). As a group of human beings, we have strengths and weaknesses. We want to put forth our strengths and minimize our weaknesses. We have attitudes and behaviors that interact with persons in problem identification and problem solving.

What behaviors and attitudes have you noted in people who were helpers to you--counselors, teachers, and so forth?

FREEMAN Sometimes, over patronizing attitudes and behaviors have been hindrances. People sometimes assume that they have to help me with every single thing. They try to help too much.

WILSON Have you been able to say, "No!" "Please don't help."

FREEMAN Yes, but I never got to the point where I had to get real belligerent about it. It has been the biggest personality problem with people who provide unneeded and unwanted help.

Once I got over my early problems of a physical nature, I have gotten along fine with people.

WILSON Let me ask about the interaction of race with disability. You are black, and you have a disability. Some people refer to this combination as a double yolk, double disability, or double bind.

In thinking the worse, some would say: "Oh, my God, the prejudices and discriminations of persons toward persons with physical limitations can be severely handicapping along with the devaluative orientations based on race!"

Have you felt a heavy impact of racial prejudice and handicappism?

FREEMAN In my early years, and just from being a product of TV and seeing the image of ideal Americans, that certainly had a negative effect on my own personal attitudes and self-esteem.

But since my years of progressing through Princeton and Wright State, I have been able to see other people do things for the first time--like climbing mountains, making open heart surgery and heart transplants, and doing things that supposedly were not supposed to be done, and that has inspired me to continue on for this goal and to feel that maybe I definitely can contribute something in the Arts, and maybe it would be worthwhile to be a first to do many of these things, to do something in this area, maybe to open doors.

WILSON In your case, then, you have not felt victimized by what the larger society has called manifest racism and handicappism.

FREEMAN Not so much by individual persons or particularly over the past several years.

WILSON Then, it has been the structures. The rules say this, and you have to battle the rules.

FREEMAN Yes, but, then, I have heard of so many people battling the rules that their behavior has inspired me!

WILSON If one listens to all of the horror stories that a lot of people tell about racism and handicappism, then one would have to wonder how you missed bad situations related to these causes.

Perhaps, maybe, you solved your problems without significant difficulties.

FACILITATING THE ACCESS AND DEVELOPMENT OF DISABLED STUDENTS

WILSON Let me end by asking you this question: If you were a coordinator of services for disabled students or employed as an employment manager or as some other person in a position of power, what are some of the things that you might do to:

1. Increase the number of minority persons with disabilities gaining access to that organization (i.e., schools, employment, or whatever the organization might be)?

2. Promote their well-being--that is feeling good about themselves--and facilitate their development?

FREEMAN Because of my theatre background, I tend to think in terms of media utilization. Therefore, I think maybe I would increase the commercial use of media to create a more positive image to people and to let more people know in minority communities that there are services available and that they are looking for people, if, indeed, they are.

Also, the general dissemination of a lot more information would be done. I realize that this might be difficult with all the budget cuts and what have you.

The information needs also need to get to where the various students in high school and other areas might be hanging out.

For the younger ones, this includes centers, playgrounds, and various other spots and places, like concerts. Information must be gotten to them in their settings. Sometimes, people just don't know things are available or happening. Because they never hear of opportunities, they miss out on opportunities. They don't take part.

WILSON That's how you would reach out to persons who need to know about help and opportunities.

How about promoting the well being and facilitating the development of disabled persons? What are some of the things that YOU might do?

FREEMAN Hopefully, once they get on campus, I would keep in touch with the individuals as a friend and as an aid through visiting and --

WILSON What does friendship mean to you?

FREEMAN Trying to help with various things as a counselor if you feel you can without letting them become too dependent upon you; assisting them when necessary and giving them encouragement so that the persons, themselves, will continue on and want to continue on; telling them about various groups and opportunities and activities and helping them in any possible way to become aware of opportunities so they can take part more actively on campus if they choose.

WILSON O.K., Larry, I want to thank you for the interaction. It really has been nice and insightful talking to you. I did not know you before today, but you are easy to relate to. Actually, I really did not have to say much at all or give the good old h'mms, but I did to bring forth some emphases that I felt needed attention. Thank you very much.

INTERACTION WITH AUDIENCE

WILSON Now, I give the program back to the moderator, Alyce Jenkins.

JENKINS At this time, I would like to turn the program over to you (the audience) to express any feelings or reactions that you may have to what you have seen and heard.

INFORMATION NEEDS OF DISABLED PEOPLE

AUDIENCE I would like to make a comment to Larry and, then, ask a question.

I guess that after listening to your remarks, the one thing that troubled me is that had it not been for that one counselor at Princeton, you probably would have wound up at the Goodwill workshop.

My question to you is that since you seem to know what happens to kids who do not receive such information or have such interactions with teachers and counselors, how can we build in or prevent people from slipping into workshops and build in systems that don't depend on just one person happening to say, "Hey, there is a Wright State"?

FREEMAN We need to get to people at a younger age and teach them the need for planning for the future and things like that.

We need to be concerned with the images they have of themselves and to work on positive images and self esteem.

We need to give people early on the opportunity for access to information regarding places and opportunities and help them to examine their options.

AUDIENCE Before talking to that counselor, did you think of yourself in your early years as someone who might be a college student?

FREEMAN No, not in my early years.

WILSON Let me add something. In several studies that were done across the nation to assess the needs and knowledge of minority persons with developmental disabilities, one of the major findings was that they just don't know about their rights as disabled Americans, the opportunities available to them, and the grievance processes associated with the violation of their rights. This was true of all the minorities assessed, and this included Puerto Ricans and other Hispanics, Appalachian whites, rural and urban blacks, Koreans and other Asian American. They just don't know. They lack knowledge.

Many of us in professions or programs sometime think that people really know about us and what we are doing and how it will help them. However, if we test our assumptions, we may find ourselves in error.

Information needs to be disseminated to those who need our help either now or in the future in places where they frequent and with people who can reinforce our information dissemination efforts. Even though the information may not be read or really heard at this point in time, we still need to put it out there.

One of the key factors is that there are opinion welders in minority communities who tell people what is important, and they are believed. We must get information to them, for they are significant persons who will be asked about and must be able to answer questions about us and our services and the possible benefits to persons who avail themselves of the opportunities we offer them. The information brokers need the information.

AUDIENCE When I was growing up, I don't know at what age I started to think about college, but I thought of myself as probably going to college.

I and my friends did not depend on one person identifying us and saying, "Hey....".

And this is the concern. There are probably a lot of good people who may not have the opportunity to learn about opportunities except from one or two people.

OUTREACH IN THE COLLEGIAL AND OTHER ENVIRONMENTS

AUDIENCE Larry, do they have a special education department at Wright State University?

FREEMAN Yes.

AUDIENCE Have you ever thought of going over and talking to the special education teachers about handicapped individuals in the elementary schools and their potential for things other than basket weaving?

FREEMAN That's a good point.

JENKINS In response to that, Wright State has a very sensitive special education faculty, and the graduates of the program are very much aware of the opportunities for people who have disabiling conditions.

They are also very much involved in what they call the multicultural or pluralistic dimensions of society as being a part of their teaching curriculum.

So, the people coming out of that particular department are very much aware of the different kinds of limitations that disabling conditions may impose upon persons. They are also very much aware of the negative attitudes that other persons may have toward persons with conditions that are disabling and the needs and methods for involving persons who have low self-esteem in processes and activities to enable them to feel more like persons who are important and making contributions. So, we do have that, and I think that it is part of the entire atmosphere at our particular university.

FREEMAN The point that the lady made is a good point. Sometimes, I have talked to other groups, but I probably have not done this as much as I could. I should speak to more groups, get involved with younger students, and share with them some of the information that would be helpful to them.

WILSON I think the point that the lady made has relevance to the concerns of this session about reaching out to disabled persons and facilitating their access to and development in higher education.

One suggestion is that you may be able to use persons like Larry to help you if you have them. Persons like Larry can be very helpful in your outreach activities.

This also means that skills need to be developed and employed in the coordination or orchestration of outreach and other types of activities.

AUDIENCE Empowerment activities.

WILSON Yes, you have resources for empowerment of disabled persons. You can use exemplary models to help disabled persons gain knowledge, skills, and confidence to deal effectively with their developmental tasks. That is empowerment, and all of these things are worthy considerations for programming.

Also, in dealing with the well being and development of disabled persons, the linking of students to opportunities to confront and share with others, both disabled and able-bodied, facilitates the development of their assertiveness and helps others to identify those things that need to be identified and to examine and modify stereotypi-

cal thinking.

The principle of maximizing the utilization of available resources is the basic point. You cannot do these things alone. You need to duplicate your influence through collaboration with others. And in this regard, knowledgeable clients or students can be helpful.

AUDIENCE I was wondering if the atmosphere at the university was primarily responsible for your success, Larry.

FREEMAN Yes.

JENKINS I would also think so. Fortunately, we have two persons from Wright State's Handicapped Student Services here in the audience with us, the former and current coordinators.

Wright State has been a leader in the community as far as impacting positively the attitudes of the larger community toward the handicapped.

Like most colleges, you have high school students come on campus for activities, and they see our students. For example, we have an open house at least yearly, and the visibility of our students with disabilities, I am sure, impacts on the visitors.

The city of Fairborn where Wright State is located--most people think it is in Dayton, but it is actually in Fairborn a suburb of Dayton--is one of the most accessible little towns of 32,000 people that you will see.

On our campus, the students--if they live on campus--must leave campus housing after a certain period of time. I am not sure what the time limits are, whether one or two years, but many of them move into Fairborn and live independently. There are many accessible apartments in Fairborn. Also, it is not unusual to see persons in wheelchairs shopping at the local markets, visiting the news stands, or the beer and wine places. The persons with disabilities are very much involved and mobile in the community, and it is because of Wright State.

WILSON One of the important historical notes about Wright State is that it was one of the state universities that was built after the passage of the state accessibility requirement law. Therefore, it did not have a history of screening out persons with disabilities. The other universities have required time, money, will, and the federal law to move them toward dropping administrative architectural, and other barriers which hindered the access and development of persons with disabilities.

AUDIENCE Given this environment, do students in teacher education get a more than usual understanding and exposure to persons with disabilities, and does this carry over in their field work and field training in the public schools?

JENKINS Yes, I think that because the faculty and the handicapped student services staff have very involved in providing ancillary training for teachers, this is being taken care of.

ATYPICAL AND TYPICAL MODELS

AUDIENCE In listening to Larry, I had a lot of mixed thoughts, for I have known Larry since he first came to Wright State, and I have worked with him over the years.

I feel a lot of pride in hearing you (Larry) talk about the good experiences that you have had at Wright State.

I think, however, that you are not a typical student. You have been an ideal student in that you have availed yourself of services and many of the opportunities that exist for all students at Wright State.

My concern is with students who don't avail themselves of the services and opportunities. We need to reach those students.

Many other minority students do not have the encouragement that you have had, and so they don't take advantage of opportunities. Some do not take advantage of the State Vocational Rehabilitation Services. They don't get other kinds of support that they really need. There are problems in trying to break down those barriers.

WILSON That is a very good comment. When we look at how people accept information that helps them to cope and grow, I think of the literature on the acceptance and utilization of innovations, and the work of Everett Rogers (Rogers, E. M. Diffusion of Innovation. New York: Free Press of Glencoe, 1962) comes to mind.

One can see that people vary in time of acceptance of information. There are first the innovators--a small but bright number--who take advantage of the innovation or information quickly.

They are followed by the early majority--a larger number of persons who act rather rapidly in terms of their self-interest--who need to see the benefits accruing to the innovators before they take advantage of the information or innovation.

The great majority--about 68 percent of the population make up this group--follows. They see the benefits received by the innovators, the early majority, and even some members of their own group before they act on the information or innovation.

The late majority--a number just about equal to the number of early majority--then follows in the acceptance and utilization of the information or innovation.

Finally, the distribution of persons includes the laggards--a small number at the end of the normal distribution and about the size of the innovators--who accept very, very late the information or the innovation, and some of the persons in this group never accept the innovation or information.

In brief, it takes time for information to be accepted and acted upon by groups of persons, and this includes persons in the group called the minority disabled. Persons in this group, as in other groups, tend to act on information when they see the benefits accruing to persons they value and want to be like. They need to see people who are exemplary to them taking advantage of and benefiting from the opportunities that they are offered.

Here is a way of looking at exemplary models like Larry and using them to assist in the outreach and developmental processes. By holding them up and putting them in contact with others, they help others to see the values of participation and to move at their own paces toward the acceptance of the opportunities and their need to manage time and effort for participation. When the participation value for the group becomes normative, then the participation increases that have been gained are maintained without difficulty. It is moving toward the achievement of that norm for specific target groups that is the big challenge.

Certainly, Larry, like many others, is atypical. But their atypicality may be instrumental in orchestrating the development and achievement of the participation norm. They can be very instrumental as exemplary models in influencing the thinking and feeling of others.

ENCOUNTERING HISPANIC DISABLED STUDENTS

Adelaida Santana Head, Kent State University

ABSTRACT

In order to service Hispanics, student personnel specialists should understand their feelings, values, and prejudices related to persons of Hispanic origin. Information regarding the cultural and world view of Hispanics, their language, family and home, and religion, including the meaning of disability, is provided along with implications for service delivery agents and programs.

INTRODUCTION

My knowledge of Hispanics and my presentation is, to a large extent, very personal. The barriers that I have encountered--and I am not disabled physically--come from my own personal experiences and is a very emotional issue for me.

At the same time, I feel compelled to share with you information that is quite critical in working with students of Hispanic backgrounds, and this includes students with disabilities.

Many of you are familiar with the Statue of Liberty and the inscription on it in the New York harbor that says:

> Give me your tired, your poor, your huddled masses yearning to be free, The wretched refuse of your teeming shore, Send these, the homeless, tempest-tossed to me: I lift my lamp beside the golden door.--Emma Lazarus

This above philosophy has historically been held by our nation of the United States. The nation has attracted millions of immigrants to the "teeming" shores of North America and continues to do so yearly. Although the American philosophy on which this country was founded welcomes philosophically immigrants of all creeds and colors, in practice, American history gives testimony to the contrary.

The newer immigrants are the Hispanics and, of course, the Haitians. They, too, have also experienced the social, economic, and political issues which the older immigrants were succumbed to. Our nation's history gives credence to the strong grass-root bias and virulent forms of racism against the wretched, the tired, and the poor.

Mi presentación esta tarde, en general, es sobre los hispanos de los Estados Unidos, su cultura, alcanzas y los sistemas de servicios que eso de ustedes quienes trabajan con los incapacitados pueden empezar a considerar si verdaderamente creen en oportunidad y servicios para los hispanos.

Quería introducir mi presentación en espanol pues creo que en realizardo les doy una idea por lo que nosotros como hispanos hemas padado acquí en los Estados Unidos: no solo la diferencia de lengua sino la diferencia de cultura.

Primeramente, como consejeros o empladas de servicios estudiantiles debenos examinar nuestros valores y prejicios sobre los hispanoablantes.

> Note: A translation of the Spanish was not given during the presentation but follows:
>
> My presentation this afternoon, in general, focuses on the Hispanics in the United States, the culture, outreach and service delivery systems which those of you who service the disabled may begin to consider if you sincerely believe in equal opportunity and service for and to Hispanics.
>
> My desire was to present/introduce my presentation in Spanish for I believe that in doing so I would give you a sense for what we as Hispanics have had to cope with here in the States. It is not only the language difference but the culture.

First, as consultants or student personnel specialists, we should examine our own feelings, values and prejudices related to people of Hispanic origin.

CULTURE AND WORLD VIEW

The way we perceive the world or our world view--be it from eastern or western philosophy--affects how we perceive Hispanics and whether or not we accept them as a part of the United States and whether we accept their culture, their language, and them. How one feels about humanity/people, how one views the universe and the environment--God/the Supreme Being, life/death, ethics, morality, values, and human history--will address one's acceptance or rejection of "minorities".

Thus, it is our initial task to first search our own feelings and thoughts and clarify how our values relate to "minority" populations of the United States, and, particularly in this instance, to Hispanics.

Here are some "Self-Awareness Statements" to reflect on:

1. If Hispanics really wanted to move up, they would stay in school.

2. Professionals actually know better what is beneficial for the disadvantaged.

3. Keeping whites out of the struggle for civil rights will prevent any real progress.

4. Hispanics have better educational and employment opportunities than in the past.

5. The fatalistic view of life is detrimental to Hispanics progressing educationally.

6. The "live for today" philosophy of Hispanics impedes progress.

7. The examples of Cesar Chavez and Roberto Garcia prove that Hispanics have equal opportunity and treatment.

Your opinion of the "Self-Awareness Statements"--and there could be many more--and your feelings when I addressed you in Spanish are designed to put you in touch with your feelings, attitudes, and biases for this cultural group. On your own, I hope that you become aware of your orientation toward this particular cultural group.

I have done this exercise in seminars at Kent State in a course entitled "Counseling The Culturally Different". One of the groups included in that course is Puerto Ricans. I have gone in and have had the luxury of spending 2½ hours talking about me, my culture, and my people. I have given the students the statements and taken time to go through at least one or two of them to process opinions, feelings, and biases expressed by the students. It is not meant to be value judgmental. It is meant to get us in touch with our own "inner feeling" about minority groups.

My presentation for the first two to four minutes--depending on how I feel the audience out --is in Spanish. The reaction is quite interesting at times. Sometimes, hostility is expressed. Indeed, during my last presentation, a woman became very hostile and accusing, and she called me a racist and told me that I was in the United States and should speak English. She did not need to look at the "Self-Awareness Statements"; she just put forth her prejudices and biases in public.

It is a very sensitive issue when I speak Spanish in terms of my own presentation, but the intention is to give the audience an inkling of what happens to the Spanish population here in the States when they don't understand and there is a language barrier.

So, again, the initial task as student personnel specialists is to search our own inner feelings and clarify the way in which they will help or hinder us in working with clients.

History has been witness to many immigrant groups coping with problems related to their being from a different culture, to racism and language. Puerto Ricans, Cubans, and Mexicans dominate the Hispanic representation in the States. While the categorization of these groups as Hispanics causes problems for some, the categorization serves a purpose and is based on their commonalities in history, culture, language, religion, family and home, and aspirations.

Speaking personally, we are of an Hispanic heritage which is intertwined also with Indian and African heritages. Our language, culture, colors, and customs are flavored with the richness of our three main ancestors.

In order to service the Hispanic population, the cultural considerations of family and home, philosophy, language, religion, and color, as these affect our relationship with persons, must be considered.

LANGUAGE

Our language was brought by the Spaniards, but our language is flavored with Spanish as well as with either or both Indian and African.

I am going to take a few minutes to talk about our language, how it affects how we express ourselves, how you need to be cognizant of what goes on in Hispanics, and how you can work with them better.

One of the important points that I want to make about Hispanics in the United States is that, yes, we know what color discrimination is, and I would be foolish to tell you that we do not realize that I may be lighter or darker than the person sitting next to me, but it does not become an issue as it does in the continental United States. And let me pause and indicate that I say continental United States because for me, Puerto Rico is also a part of the States.

Color is not an issue for the three Hispanic groups that I have mentioned. It becomes an issue once we are here. It sometimes becomes psychologically traumatic for an Hispanic to have to deal with color. As a Puerto Rican, for example, I look at myself as a Puerto Rican. You ask me what I am, and my first experience in the States was not who am I, but what am I in terms of color. Was I white? Or, was I black? That was somewhat foreign to me. I was Puerto Rican. "I am Puerto Rican." "But what are you?" "I am Puerto Rican!" That has psychological effects on kids, and I came here as a kid, and I was asked to choose, and I am still being asked to choose. So, that is a consideration in working with Hispanics.

Hispanics define themselves in terms of culture, not color. Thus, the American orientation is to define ourselves in terms of color and to the inevitable question, "What are you?", referring to color.

I am first Puerto Rican (culture). Then, I am a woman of color. First and foremost, my culture denotes my heritage and color--Spanish, Indian, and African. Thus, my "color" is inherent in the answer Puerto Rican--white (Spanish), bronze (Indian), and black (African). To choose one color is to negate a part of my heritage. This is a cultural consideration to be aware of as a deliverer of services to Hispanics. Notwithstanding, color in Hispanics is not necessarily an issue as it is in the States!

In speaking about language, I want to talk about "machismo" at the same time. Americans from the United States do not know what "machismo" means. For me, it has always been very difficult to explain it. Let me attempt to do so in a way I have not done before.

If you have ever studied the Spanish language, you know that everything has life in it, and every person, place, and thing is classified as either masculine or feminine. Thus, the sexual meaning associated with everything is one of the barriers that comes up when students learn Spanish because they cannot fathom or accept that.

Machismo is a part of our culture. There is a value judgment that we experience here in the States when machismo comes into focus, and it is neither right nor wrong. It is a part of my culture. I am very submissive with a Puerto Rican man. I am not too submissive with an American man, and I have learned to live with that. That is understanding and accepting my own culture.

At this point in my life, for example, my culture is continental United States culture--whatever that is--but also to some extent Puerto Rican, and I need to move back and forth, and it becomes a conflict for me when my family is involved. If I am trying to live by myself, and my parents do not accept that, then that is a conflict. In working with college students, that may be a conflict that you need to be aware of. Trying to deal with the Puerto Rican, the Mexican-American, and the Cuban cultures while still blending in or accepting and or coping with American societal values can be problematic.

FAMILY AND HOME

The Hispanic family, as it affects the individual, must not be overlooked. Family is extremely important. Family is the support system. You cannot dissociate me, as an Hispanic, from my family. To deal with me individually is not taking my culture into consideration.

Because I am an Hispanic, a decision--in general--that I make is a family decision. That is the family makes the decision! In working with Hispanics, that has to be taken into consideration. The family is the source of strength, the survival mechanism, the adviser, the counselor, and the center of social life.

Thus, it is that when an Hispanic student makes an important decision, it is not his or her decision alone to make, but the unit, the family.

RELIGION

The predominant religion of Hispanics is Catholicism, and the Catholicism of Hispanics is a phenomenon of its own, for it is Christianity flavored with spiritualism. The Supreme Being (God) is supported not only with the conventional "Catholic" saints but also important gods and saints from the "espiritismo" world. Spiritualism is the belief that all living things have spirits. Human spirits may appear to us to guide us or inflict pain on us.

The belief and acceptance that an Hispanic is disabled reflects religious beliefs. An Hispanic may believe that a person is disabled because it is "God's will" or that an "echizo" (spell) has been cast. In these instances, the reaction is resignation to the fate and/or to do penance.

The key is resignation for the disability. How one can/may be able to penetrate this resignation is to work with the family and/or through the religion, that is, receiving the support of the community, church priest, or the "curandero/espiritista", the healer/spiritualist, all commonly well respected. These are the people whom we go to for consultation, advice, and spiritual revelation.

"God's will" may be received by those external to the culture as being fatalistic. This is not only a value judgment but an insensitivity and a demonstration of the lack of knowledge about Hispanics.

Fatalismo as well as machismo are not well understood aspects of the Hispanic culture. Both are taken out of context and viewed as negative parts to the Hispanic culture. Both religion and language play an important part in how these concepts fit into the culture. To castigate an Hispanic for holding these as part of his or her value system is to not comprehend the culture and the history.

SERVICE DELIVERY AGENTS AND PROGRAMS

As with blacks, Hispanics have a high level of mistrust for public service delivery agents, thus, reticence develops. Counselors must be aware of the problem that exists and its reasons and solutions.

Initially, the counselor must examine his/her own value system for self-awareness and the impact that his/her prejudices, values, and attitudes have on student clients.

Advocacy for Hispanic students is translated into outreach efforts. In order to have success in servicing Hispanics, the culture and community must be understood. One needs to reach out to those social agencies, organizations, and persons that are well respected in the community and work through them to service Hispanic students and clients.

A network, thus, should be developed with community leaders and organizations at the local, regional, and national levels for support and advocacy.

First and foremost, the Hispanic culture addresses "personalisimo"--person-to-person/one-to-one contact--in any contact. This cannot be disassociated from serving the Hispanic population, for if forgotten, the efforts will be in vain.

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JENKINS Addie spoke about the importance of religion in dealing with Hispanics and, aside from the fact that we are in the midwest, how she had difficulty in finding a client to come here.

We do have sizeable numbers of Hispanics in Dayton and in some other areas.

Many of the Hispanics who are disabled may be at home. I think that here we have a common element where you have many minorities, including blacks and Hispanics, who feel that it is God's will that they are disabled. Parents may feel that it is God's will that the children are disabled. Therefore, it is God's will because they--the parents--or the physician has sinned.

How do you penetrate this mood in the family?

AUDIENCE I am not sure what that means when you say that it is God's will that you get sick and never get back to health.

HEAD A couple of points need to be responded to.

First, it is an erroneous assumption that because we are in Ohio and the midwest that Ohio does not have a large Hispanic population. I have not looked at the 1980 census data, so I can't speak to numbers, but there are large concentrations of Hispanics in Youngstown, Dayton, Columbus, Lorain, and Cleveland.

Second, let's get back to God's will. This is delicate. What I hear you saying to me or what I am getting from you is to some extent a value judgment.

Some people do resign themselves to that fact, and that's it!

What can and often times does penetrate that resignation are the people within the community that are highly respected. So, if we are talking about reaching out to the Hispanic population, one way is to reach directly to the family.

Then, if they are resigned to God's will because of the strong religious background, they believe and respect the priest. So that is one way to go around that and to use the priest to penetrate that barrier and influence the family.

Any other community member who is well respected will also be influential.

Now, these contacts take a lot of time and effort.

I also want to make the point that in my experience in working with blacks and Puerto Ricans, we must be "fleximonisto" or extend the personal touch. You have to take a lot of time and exert a lot of effort, but it is well worth it!

WILSON This has implications in terms of our professional responsibilities for reaching out. While the payoff may not be immediate, once the trust bond or the pipe line is built--which often is the most difficult step in engaging communities, then we see an increase in the number of people served. We also see an increase in problems because the first ones served tend to be highly motivated and able to negotiate the system with the help of the support groups that encourage them. When you get two, three, four, and more, the distribution which emerges reflects differing talents, values, and so forth. Nevertheless, the implications for reaching out are to build the distribution of persons served.

In order to realize our commitment to the growth and development of clients, we cannot do it alone. We need all the resources available to us. Community resources, therefore, are extremely important to us in our outreach efforts.

AUDIENCE I would like to raise a question about machismo and submission. What happens to a Puerto Rican woman who is disabled in terms of these concepts? And what happens to the Puerto Rican man? How do these cultural concepts limit the acceptance of help by the disabled?

HEAD That is a very good question. The Hispanic woman is able to accept that much more readily, although it is not verbalized, because it is in the culture, expected, and accepted.

With the Puerto Rican man, disability is a psychologically traumatic phenomenon. My suspicion is that if anyone is staying at home and resigning themselves to God's will, it would be the male because of shame, embarrassment, and not living up to the macho image.

AUDIENCE Two years ago, I began research into the employment of blacks and Hispanics with disabilities by phoning across the country to persons at universities, vocational rehabilitation agencies, and other agencies who were close to the problem.

From my Washington base, I decided to contact various ethnic organizations, and I started with the Mexican American group. I found, however, that their agendas are such that the handicapped are very low priority, and the organizations seem to have very little energy for addressing the problems experienced by their members who are handicapped.

Also, I think your comment about the church is excellent because I think that is where most people go for solace and where they go when they don't know what they are going to do.

I think that outreach efforts of college representatives will have to include the church and elementary schools as well as some other areas.

So, in brief, my research confirms what you have been saying.

COLLEGE STUDENTS IN TRANSITION: COPING WITH CHRONIC ILLNESS

Jeanne M. LeBlanc, Barnard College
Rena Fredman, Barnard College
Susan E. Quinby, Barnard College

This seminar will address the issues involved in an adolescent's transition to adulthood. During the ages of approximately 16 through the early 20's, various life-cycle tasks are worked on throughout the course of normal adolescent development. Such tasks include separation from parents, the development of an individual identity, increased sexual activity, and the development of intimate personal relationships. This stage is characterized by "trying one's own wings." For most young people, this is the first time that they are faced with the prospect of living away from home and developing their own values and life styles. Along with the anxieties of anticipating new and different experiences, there is often an accompanying sense of limitless opportunities and choices; options have yet to be eliminated. There is the belief -- much reinforced by our individualistic, achievement-oriented society, that everything is possible and anything can be achieved if one "just puts one's mind to it." This is certainly expected if one is of at least average intelligence and gives the appearance of healthy physical functioning. We wish to explore how the presence of a physical disability, particularly a chronic and unstable condition, can affect the tasks of this developmental stage and the way they are resolved.

We recognize that this stage of the life cycle is a normally difficult and stressful time for young people. Some of the salient issues involved in dealing with these developmental tasks when they are complicated by the presence of a chronic illness can be seen in the following case material.

Emily, a short, overweight 19 year old, with long blonde hair, a large, round face and droopy eyelids had registered with our office for readers and other visual aids. Her visual impairment, double vision, was the result of a mysterious viral infection that she had contracted two years prior to coming to Barnard. She requested counseling for anxiety related to exams and for depression. Although an honor student, she had severe performance anxiety in writing papers and studying for tests. She was distressed about her physical appearance which she felt was totally unlike her former self prior to the illness -- i.e., petite, thin, pretty -- and she was also distressed about her depression which she attributed to the medication she was taking to help stabilize her gross motor coordination and muscle control. She walked slowly but steadily in a straight line but had difficulty turning around without losing her balance. She had also lost her speech during her illness and had regained it through speech therapy. She spoke slowly and deliberately. Unable to control her depression and weepiness, she often felt out of control and powerless. She felt out of control in eating, experienced sleep disturbances, and retained water -- all side effects of the medication and all contributing to an altered body image and overall physical presentation. In general, she gave the appearance of a pretty, overweight, lethargic, bored, and depressed young woman with a somewhat puffy face who had difficulty keeping her eyes open. She was susceptible to infections as a result of her illness and medication (e.g. the common cold would last from one to three months as opposed to one or two weeks and there was an increased possibility of bronchitis and pneumonia). Stress exacerbated her symptoms: her vision worsened, headaches approached migraine proportions, and her depression deepened. She was moody and irritable with friends, and this, too, bothered her since she seemed not to ever just "be herself" -- her "self" being the young, somewhat insecure, sometimes depressed, but pretty, thin, generally friendly, outgoing, and charming 16 year old prior to her illness.

Emily had been an honor student in high school, active in a number of organizations and a few physical activities. She spoke of her participation as a cheerleader with a great deal of pride since she had had difficulty with motor coordination much of her life. Developmentally, Emily's walking had been delayed as the result of an illness as an infant and, as a result, she felt insecure much of her life in mastering physical tasks. As we know, one of the most important developmental taks in early childhood is the ability to get up and walk away from the primary care-taker. The sense of control, mastery, and omnipotence that comes from that accomplishment may have a profound influence on the way other developmental tasks are resolved in middle childhood and adolescence. When that task has been delayed and has not been partially or fully resolved in middle childhood and

adolescence, it can have an effect on other forms of mastery: physical activities, academic performance, and risk taking in interpersonal relationships.

In Emily's case, her illness in late adolescence reactivated feelings of vulnerability around early developmental problems and made more difficult her adjustment and adaptation to developmental tasks that are worked on in early adulthood. Unable to participate in physical activities, and feeling ugly, moody and depressed (emotions she seemed unable to control because of her medication), Emily felt inadequate and incompetent in interpersonal relationships. Thus she devoted all her energies to becoming the "perfect" student. Academic work took on enormous meaning in her life and as a result she became extremely anxious whenever anticipating a less than perfect performance.

Emily's difficulty in coping with her disability was due not only to developmental, emotional, and physical factors but also to a delayed diagnosis. Delayed diagnosis is not uncommon in chronic illness where symptoms may appear intermittently or so amorphously as to even be mistaken for emotional difficulties. We know that the major task in learning to cope with a disability is cognitive appraisal -- knowing what the disablility is, and knowing what to expect so that we can anticipate changes, plan, and realistically assess and evaluate the limitations imposed by the disability. When the diagnosis is uncertain, the sense of control that can be achieved in learning new coping skills is undermined or denied.

For Emily, symptoms of dizziness, fatigue, fainting spells, and nausea had appeared six months prior to the acute episode. Consultations with several medical specialists revealed no organic problem. She continued to have symptoms with more frequency during the summer preceding her senior year of high school, but she decided to ignore them and pursue her plans to go to France. It is important to note that adolescents and young adults will often hide from their parents, teachers, and friends feelings which indicate that something is wrong with them. Adolescents do not want to feel different from their peers and may mask symptoms rather than appear to be "different," "strange," or limited in some physical capacity. During her stay in France, Emily became severely ill and was forced to return home, lapsing into a coma for several weeks. When she regained consciousness she was unable to speak or walk. She began a year-long rehabilitation program of chemotherapy, radiation treatment, physical, and speech therapy. She progressed rapidly during the first six months; then her progression slowed and she has improved at a slow and often unsteady pace since then. Despite her continued progress, Emily has despaired about the slowness of her recovery. Since her recovery was marked by dramatic improvements during the first six months, it has been difficult for her to recognize only subtle changes and to accept the uncertainty of attaining a full recovery. In young adults, the lack of life experience precludes having a perspective on the duration of the illness and hinders their ability to see themselves outside the illness.

During her year of rehabilitation, Emily's family was very supportive. Her mother quit her job to help with Emily's therapy and this loss of income resulted in both a drain on the family's financial resources and also on the attention given to two younger siblings. While most of her friends visited regularly, Emily's closest friend never visited because of the fear that Emily's disease was contagious. While this was cerainly a painful emotional experience for Emily, it is not uncommon for people, both disabled and nondisabled, to avoid people who are chronically ill because of the fear of contamination. There is also the fear of death which we will discuss later.

Emily completed her senior year one year behind her class and came to Barnard as a late admission. Her original plan for college was to attend a coed university in a small city. Not being able to go away to college was a source of great sadness and loss to Emily who had fantasies of a 17-year-old, all-American ex-cheerleader who would lead a socially active, sorority-type life in an idyllic ivy league setting. However, her visual impairment, low endurance for walking long distances, and inability to use stairs, made it necessary for her to find a small accessible campus. She also needed to be near a large medical facility for weekly blood analyses and continued re-evaluation of her medication. Medication was increased or decreased according to her blood count which seemed to be effected by her stress level. Puffiness in her face, water retention, increased appetite, and increased weight all fluctuated according to the medication level. The fluctuations in her weight and her overall altered appearance was a great source of distress to Emily.

It must be noted that one of the greatest sources of anxiety and concern to the adolescent is physical appearance. Adolescence is a time when psychological, emotional, and physical processes are in flux, when bodies are developing curves, contours, muscles, when sexual interest is aroused, when sexual impulses must be coped with and controlled. In addition to the difficulty in coping with these

tumultuous physical, psychological and emotional changes, the adolescent is bombarded -- and has been from an early age -- with societal messages about the importance of beauty and physical attractiveness. As we are well aware, our society is not always a practical one; it places an enormous premium on physical attractiveness and health. Through the media, and television and films, in particular, we are persuaded by the idea -- an illusion -- that it is possible to wake up every morning with every hair in place and mascara intact on the eyelashes. YOung people often aspire to those images. They think they are real.

As in any case with a disability, the extent to which a person values or depends upon physical attractiveness will play a large part in his or her ability to cope with a disability. As we know, a topic of much concern and discussion in adolescence and young adulthood is physical and sexual attractiveness. Therefore, an altered or fluctuating physical appearance resulting from a chronic condition during those years can be the cause of feelings of despair and anticipated rejection. Rejection and expressions of repulsion are not uncommon reactions to people with physical disabilities. Therefore, the feeling that one is repulsive or might be rejected is all too often reinforced by the reactions of others.

It is very difficult to accept a physical change in one's body image when one has a stable identity. This process is greatly complicated when identity has not yet been fully established and an unstable chronic condition continually alters one's bodily functions and physical appearance. Our physical appearance is a large aspect of our identity. A continuous sense of how we appear to ourselves and to others is crucial to the development of a stable identity. In adolescence the sense of physical self is in flux. When that sense is further altered in some observable way, as it is with a physical disability, the sense of self and body integrity can be greatly affected. This is especially true in the case of chronic and unstable medical conditions where disturbances of the neurological or endocrine systems, as well as side effects of powerful medication, can cause distortions of the body and bodily functions. For the student coping with such conditions, there are continuous assaults to the integrity of the self.

Never feeling quite herself, both physically and emotionally, Emily had difficulty with interpersonal relationships, an area in which she had previously felt competent but which now was a source of frustration and sadness. As with many disabled people who have "invisible disabilities," Emily did not appear to have any disability. Thus she felt different from her peers. She was reticent about discussing her illness with other students and with the few to whom she did confide, she was met with disbelief. She felt most students were immature and insensitive, a feeling which is not uncommon to chronically ill students, many of whom have been through rehabilitation treatment programs and have experienced losses that most young people have not suffered (e.g., loss of functioning, separation from family and friends during periods of hospitalization, and even the death of a chronically ill friend). Emily's depression made her more sensitive to the comments of others than perhaps she would have ordinarily been. Some students had little patience for walking at her slower pace. Some grew impatient with her weepiness, moodiness, irritability, and depression. They called her lazy and thought she acted like a baby when she went home on weekends and had her parents do her laundry. Home was a retreat from college where no one knew the "real" Emily. She felt new people could only know the new, "unacceptable" Emily. She hated herself and felt that no one could possibly like her when she was so depressed. There was some reality to this. Friends grew frustrated with her complaints and moodiness. Home was the only place of acceptance for Emily. It provided a refuge -- a time of prolonged dependency on her family which was a necessary transition in providing her with some sense of continuity for reestablishing a sense of self and being able to begin to accept an as yet unacceptable and fluctuating new self.

Separating from family and developing one's own life style and value system are often delayed in chronically ill students. On the one hand, chronically ill young adults take on prematurely the adult tasks of accepting physical limitations at a time when non-disabled peers are feeling particularly physically able and carefree. On the other hand, because of the often necessary prolonged dependence on parents, there is a developmental lag in other tasks crucial to establishing one's identity, such as intimate social and sexual relationships and vocational experiences related to one's career interests. In terms of intimate relationships, the men who Emily felt would have ordinarily been attracted to her as she looked before the illness were no longer asking her out. In addition to feeling inhibited by her lack of physical attractiveness, Emily's doubts were compounded by the fact that her illness and medication had left her with extremely sensitive skin. She bruised easily and experienced pain upon physical contact. Finally,water retention made her body feel heavy and burdensome. Thus,Emily's ability to explore and develop physically affectionate, more intimate relation-

ships seem for the present to be limited.

For many disabled people of all ages, opportunities for intimate sexual relationships may, in fact, be reduced. Family members, and sexual partners in particular, must be aware of and willing to share such extra responsibilities as medical expenses, care of children, hospitalization, and loss of income. Many college students have not yet developed sufficient maturity and life experience to understand fully the concepts of time and future limitations, and of death. A chronically ill student may experience diminished functioning and decreased options at a time when peers are realizing abilities, making choices based on a growing confidence in their ability to take on more responsibility, try new things, and make decisions on their own. It is very threatening to a college student who is enjoying all of these powerful potentialities to acknowledge, accept, and share the limitations and losses of a chronically ill friend. The areas of these losses may include career opportunities, physical functioning, options for relationships, and the dreams and fantasies of an idealized youth. The threat of the possibility of the death of a loved one due to an illness is the greatest fear of all. For those who expect their first significant loss to come in their 30's or 40's with the death of a parent, any threat to physical appearance, health, unlimited opportunities in the world, or continued relationships is generally avoided or denied. However, a person with a chronic illness inevitably must confront losses. Counselors and service coordinators who work with chronically ill students must be able to confront and cope with such losses themselves.

Rena Fredman, graduate counseling intern at the Office for Disabled Students at Barnard College, will now discuss some specific issues of terminal illness.

Psychosocial theory defines the phase-specific task of late adolescence and young adulthood as the aquisition of the ego-identity (Erikson, 1950). Constant adaptation characterizes this age span as the individual struggles to achieve mastery over him/herself as well as the environment (A. Freud, 1958; Weines, 1970). College years are thought to ease the transition from adolescence to adulthood by creating a shift in the individual's reference group from family to peers, and by bringing issues of future plans and goals into focus for the student.

The dying process is contradictory to the goals of young adulthood, and to the implicit curriculum learned during college years. All hopes and expectations require time for their actualization, but the terminally ill individual, faced with the loss of future, is denied this necessary time period. The contrast sharpens as the disease progresses. Bodily maturation is reduced to deterioration, and independence and control regress to a state of dependency. Thus, rather than constructing one's personal identity, the terminally ill student experiences a degeneration of the self.

Thwarted in the attempt to gain control over one's life and to "find oneself", the terminally ill college student poses an exceptionally difficult and somewhat unique problem to the counselor as well as to the service coordinator in a college setting. I have selected three themes associated with young adult development (future orientation, physical change, and social development) to illustrate the reactions of terminally ill students to their constantly changing situation. In addition, in order to gain insight into the specific needs of these students it is necessary to explore the reactions of non-disabled students, of counselors, and of service coordinators, who may come in contact with the disabled student during the various stages of the illness.

Future Orientation

From the time an individual enters college and throughout the years that s/he is a part of a college community, the concept of "what lies ahead" becomes a source of both hope and dread for the student. As one actively prepares to enter "the real world" one has the sense that s/he has the control to decide what to do with his/her life, and the ability to choose what kind of a person to become. The future becomes an environment in which the individual's personal identity may emerge. Although there is an awareness in the mind of a young adult that the future holds both life and death, the prospect of dying is antagonistic to the attainment of one's personal identity. Consequently, death, which terminates the chance to discover oneself, is typically considered to occur in the distant future (Aisenberg, 1972). Thus, when a college student is told that death may occur in the relatively near future, there is an overwhelming sense of dispair. The dispair is highlighted in college years, as anticipated opportunities and desired achievements can only be attained with the passage of time.

There seem to exist some typical reactions and coping mechanisms that a young adult uses in dealing with the realization that s/he has a terminal illness. These coping devices often progress in a specific sequence over the course of the illness. Fear and anxiety are commonly the first reactions to the illness, and the feelings are often manifested by expressions of anger and hostility. Comments of a terminally ill student reflect the feeling that death "sneaked up on him/her like a monster," and that "there was no escaping it." There is obvious resentment of the situation which can create a strong desire to "fight back" and perhaps "beat" the illness (Hoffman,et. al., 1976).

A second reaction that arises as the realization of the terminal illness sets in, is partial or complete denial of the existance of the illness. A student may now seem much more optimistic about his/her future and continue in daily activities and involvement in college life with little regard for the limitations imposed by the illness. One student,with severe juvenile diabetes, has had a great deal of trouble regulating her blood sugar level. Juvenile diabetes, a chronic illness which is not necessarily considered a terminal illness, can often result in the loss of vision and/or kidney functioning. In many ways the mourning process and coping techniques that occur after losses such as those previously referred to, are similar to the coping devices of the terminally ill individual. This particular student continually denied the limitations to her lifestyle which were established by the medical staff. She did so by drinking alcohol at school parties and by simply forgetting to eat or drink properly at scheduled time intervals. This sort of denial increased her inability to self-regulate, and inevitably focused the attention of others to the very condition she sought to minimize by ignoring the imposed

limitations.

The process of intellectualization is often the third protective mechanism in the sequence and is used by the terminally ill individual in an attempt to master instinctual danger (A. Freud, 1958). This is considered a more adaptive reaction to illness although it is not quite the same as true acceptance of one's situation. The attitude is one of recognising the seriousness of one's condition and acknowledging some of the limitations imposed by it. However, this does not stop the individual from planning for the future. It simply changes the future orientation to a perspective of "one day at a time." As one student with Hodgkins disease phrased it, "Who knows what will happen tomorrow. All I can go on is that tomorrow will be here after today." Thus, there is a more positive, yet realistic outlook on one's future.

Physical Change

As an individual enters young adulthood s/he undergoes alterations in body image (Tanner, 1969). There is often an acute sensitivity toward appearance as the focus of social attention shifts from parents to peer group. This phenomenon, highlighted in a residential college setting, creates an intense psychological need for physical sameness. When the "ideal look" for college students is continually emphasized on television, in advertisements, and even in college career preparation workshops (i.e. "What look will get you the job") it seems clear that students feel considerable anxiety over any deviation from the norm. Once again, this anxiety may be heightened for a terminally ill student who prides herself on being thin and must then begin taking medication which increases her weight; or for a student whose illness causes her to lose vision in one or both eyes. A student whose disability at one time may have been invisible to others, may eventually have to cope with obvious physical changes such at those previously described. This can create both real and imagined strains in the student's interactions with non-disabled friends.

Jerome Siller (1978) has identified a number of stereotyped attitudes that non-disabled individuals have when interacting with disabled persons. Some of these attitudes are commonly expressed by non-disabled students when interacting with terminally ill students. Some of the most harmful attitudes expressed are "distressed identification" such as "Gosh, that could be me instead of her!" or, "There but for the grace of God go I." A student may express "interaction strain" by thinking "What can I say to her, and what topics are taboo?" Another attitude that may be expressed by a non-disabled student is "authoritarian virtuousness," such as "It's such a shame that So and So has this illness. I guess I will really have to take care of her now."

One of the most harmful attitudes of non-disabled students, and one most intensely felt by a terminally ill individual in a college situation is "rejection of intimacy." One young woman reported that every time she began to get involved with a man and he learned of her illness, he pulled back partly on the advice of family and friends, and partly because of his own fear. This poses an interesting dilemma for the terminally ill student, as s/he begins to question whether the illness should be revealed to friends at all.

As the student witnesses the overt changes in his/her own body, and incorporates the reactions of others to these changes, a sense of diminished self-worth may develop. This, in turn, will often lead to social isolation and withdrawal from one's peer group and activities. One manifestation of this phenomenon is that a terminally ill student may become a close, "inseparable" friend on only one person, and a strong dependency bond may form. Another common manifestation is that a student may become friendly with older students who are expected to be better able to cope with his/her disability. These are important cues for the counselor or service coordinator to note so that interventions can occur before the student withdraws from social activities completely.

Social Development

As the college student attempts to attain an identity, there is an active search for independence. A reduction in family dependency takes place as the individual learns to develop greater reliance on the self (Blos, 1962). This process of individuation is accompanied by considerable fluctuation and ambivalence. Often the realization of one's newly acquired independence can be associated with a depression and a feeling of loss (Blos, 1967).

The emotions surrounding autonomy are further accentuated when an individual is faced with terminal illness. As the ability to be self-sufficient diminishes, one increasingly becomes dependent on others. Additionally, the

depression associated with the individuation stage is heightened when the terminally ill student is faced with the prospect of permanent emotional separation from family as a result of his/her own death.

One student with Hodgkins disease eloquently verbalized her feelings as they relate to these issues:

> During my first year at Barnard I remember wishing that my family would leave me alone. I didn't want them around so much. Sometimes they treated me like a child, when I really just needed someone to listen to me. At times, though, it felt crummy being at school. I know I was a burden to so many people. My floor counselor was constantly checking up on me, and, of course, friends too. Those were the times when I couldn't wait for my family to come. Other times I wished they'd leave. I was glad that they listened to me and went away when I asked them to. You can imagine the burden I felt I was to them!

The powerful drive to regain control is evidenced throughout this statement. Returning to a state of infantile dependency ("like a child") was unacceptable to the student's urge to break away. Her sense of autonomy was being compromised. This aroused shame and doubt in her as she compared herself with independent, non-disabled friends. Hostility directed both inward and toward the caregivers seemed to be the result of her feelings of helplessness (Barton, 1977).

One can see a great deal of separation anxiety in this statement as well. She seemed to feel guilty about being a burden to her family, yet she wanted them to come visit her. In some sense her requests that they leave her were attempts to separate herself from the "love objects", which, in turn, helped to reduce her guilt over wanting them to be around. Additionally, it seemed easier for her to fluctuate between wanting to see her parents and then asking them to leave (knowing that they would understand) than it was to fluctuate between dependency and autonomy with her friends. Again, there is a fear of rejection if one appears too vulnerable with one's friends.

The implications for counselors and service coordinators of this exploration into some of the key issues involved in working with terminally ill college students, are fairly clear. The student is in a state of emotional turmoil and may react very differently to his/her illness in its various stages. Thus, one cannot approach this type of student with a rigid plan of action. Helping a terminally ill student to cope with his/her situation in an academic environment involves an attempt to gain insight into the many areas that are being affected by the illness. These areas include relationships with family members, interactions with non-disabled peers, issues of personal and career goals, as well as the changing daily needs of the student.

In addition, in order to be effective in one's work with terminally ill students, the counselor and/or service coordinator must examine his/her own feelings and attitudes toward death and loss. Without an awareness of one's own stereotyped attitudes, it is, of course, impossible to fully understand and assist the student in accepting his/her situation and in having his/her needs met.

To conclude our presentation, Susan Quinby, Associate Director of the Office for Disabled Students, will discuss the role of the Office in providing comprehensive services to chronically ill students.

The ability to deal effectively with chronic illness often depends on the quality of the network of support -- including concerned family, friends, peers, and professionals -- available to the individual. For the young college student, a well-organized Office for Disabled Students can serve as one important link in this overall network by providing a variety of interventions which make a critical difference in the manner in which a student approaches and adjusts to an unstable chronic illness. The purpose of my presentation today will be twofold: first, to discuss the importance of the Office for Disabled Students as a resource center, and its various roles as trainer, liaison, and advocate; and second, to provide specific techniques and strategies which can help service coordinators to alleviate much of the negative impact resulting from the physical, psychological, and emotional changes inherent in chronic illness.

The Barnard College Office for Disabled Students was opened in 1978 and is but one part of the College's overall commitment to meeting the needs of students with disabilities. The three major areas of concentration for the Office are ensuring physical access, acquiring special equipment, and providing special services. For the purposes of today's discussion, we will focus on the three primary objectives within special services: recruitment, direct student services, and institutional development. All three are crucial to the Office's overall philosophy of maximizing educational opportunities for disabled women at Barnard. We offer a wide range of services to students, faculty, staff, and the community, as well as create ongoing institutional support for the goals and objectives which have been delineated.

McCune and Matthews (1978) have described seven conditions which they feel must be present in order to effect organizational/institutional long-term change. Although these conditions were originally specified pertaining to Title IX and the attainment of sex equity, we feel that they also may be the basis for any comprehensive program for disabled post-secondary students. The ongoing implementation of these conditions for change assures the continued success of Barnard's program for disabled students. We feel strongly that

1. Change begins with a consensus that disability discrimination and disability bias exist and that such discrimination and bias should be eliminated;

2. Change requires an understanding of the specific sources of disability discrimination and bias in education and their possible effects;

3. Change requires the existence of leadership committed to the goals of disability equity and change in education with a willingness to articulate these goals;

4. Change requires the specification of particular goals for the achievement of equity and the development of models for accomplishing change;

5. Change requires the allocation of human and financial resources;

6. Change requires that education personnel possess the capability (knowledge and skills) for delivering educational equity; and

7. Change requires the development of a system for the recognition of progress in education programs and the reinforcement of personnel who have made efforts towards Section 504 implementation and the attainment of educational equity.

Recruitment is an ongoing concern for the Office for Disabled Students. We have continually expanded our working relationship with a number of administrative offices including admissions, alunmae affairs, and public relations. We believe that it is crucial for information about our services to reach a variety of programs both public and private, those that are mainstreamed as well as those geared towards specific disabilities. Our outreach has included 504 training sessions for college-bound disabled high school students, membership in local, regional and national disability/equity networks and awareness training on disability-related issues for area public school teachers, parents, and administrators. Our most effective "field trainers" are Barnard's own disabled students who can provide essential, first-hand information and experiences to workshop

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participants. In our desire to increase the public's knowledge of various types of disabilities, our group of field trainers includes students with chronic medical conditions as well as those with more stable ongoing disabilities.

Next year we will be expanding the range of potential target groups as well as the subject matter they will explore. We will provide workshops to both elementary and secondary students and will use a "trainer of trainers" model with a limited number of high school students who in turn will become trainers for other students. In addition to our 504 seminars and introductory awareness sessions on disability issues, we will be offering two new workshops: one on the dual issues of handicapism/sexism, and the other on images of disabled children and adults in both print and non-print media.

In the provision of special services, we are constantly aware of the "fine line" between rescuing and empowering, whether it be with students, faculty, or staff. It is often easy to place primary emphasis on the service-provider role and thus to minimize the essential roles of the advocate and the trainer. Ongoing training must be directed toward the assumption of greater responsibility on the part of the individual who requests service. The service provider who overlooks training has failed to maximize her/his potential impact on long-term (as well as short-term) change. In addition, the environment of a women's college shapes our perspective, making us particularly sensitive to and concerned with issues related to the dual discrimination and stereotyping faced by disabled women. This awareness causes us continually to seek out and develop new strategies for effecting greater assertiveness, autonomy, and self-advocacy on the part of our students.

The range of student services provided by our Office varies in response to the individual student/faculty/staff/community request. We serve as liaison to instructors, advisers, College staff, parents, and community resource personnel in order to secure needed services. We maintain an active medical resource file and have ready access to other service agencies in the New York Metropolitan area, for example Lighthouse for the Blind, the Center for Independence of the Disabled of New York (CIDNY), legal advocacy projects with both public and private funding. It should be noted that Barnard's urban setting and close proximity to a number of major medical centers and teaching hospitals combine to make an ideal location for students whose chronic medical conditions necessitate ongoing care or sophisticated treatment techniques. Through a Special Services grant provided by the U.S. Department of Education, our Office provides counseling services to students and an accommodative aide program in which students -- both disabled and non-disabled -- serve as typists, tutors, readers, notetakers, mobility and personal aides. Currently, there are no hearing impaired students enrolled at Barnard who require interpreter services. We do, however, sponsor a course in American Sign Language (ASL) taught by a member of the Columbia University staff who is a licensed interpreter. In this way, we are providing a base of support for individuals who use sign language whom we may recruit in the future.

Institutional development activities focus on building college-wide commitment to and capacity for meeting the needs of disabled students. In addition to the offices mentioned in the area of recruitment, we work very closely with the offices of Health Services, Residential Life, and Career Services. Careful not to duplicate services offered by another college office -- and ever mindful of the "fine line" between rescuing and empowering -- we take on the role of linking agent and ombudsperson for students who need our support in resolving issues related to these offices. We have developed cooperative efforts such as a special program of January and summer internships for disabled students. This program is directed by the Career Services Internship Coordinator with only technical assistance from our office. Another important aspect of institutional development is fund raising. Our continuing efforts are designed to supplement the regular sources of financial aid provided by the College. As much as possible, individual financial aid packages are tailored to the specific needs of each disabled student and her family resources. We have found that supplemental funding can make a crucial difference for chronically ill students whose unanticipated medical expenses place an unreasonable burden on family budgets already strained by the high costs of tuition and housing.

What are our goals for the future? Many equity-based projects think of themselves as being "in the business of going out of business." Such projects believe that as equity and equal opportunity are achieved, the role of the service provider diminishes and in fact may terminate completely. Our focus for the future grows out of the realization that incoming students will continue to need our services, and that although our role as service provider remains, our role as trainer, liaison, and advocate will take on increasing importance.

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THE SEXUAL COUNSELING COMPONENT OF DISABLED STUDENT SERVICE PROGRAMS

Yvonne Duffy, A.J. Garvin and Associates

ABSTRACT

In the past, disabled college students tended to be relatively self-sufficient. Disabled student service programs were rare and offered minimal assistance. In recent years, increased accessability and support services have literally opened the doors of higher education to more severely disabled students. Support services should include sex education of which these students have generally been deprived. In fact, they have often been conditioned to view themselves as asexual. Hence a need for social/sexual counseling.

Counselors need not be professionally trained but should be open, empathic, and self-actualized. In both individual and group sessions improving self-image, assertiveness training, "deprogramming" society's false assumptions about the disabled, and education concerning anatomy and physiology, relating specific individual disabilities to sexual possibilities should be stressed.

INTRODUCTION

At the outset, I wish to state that I am neither a professional educator nor sex counselor. Any information or expertise I may have amassed in these areas has been aquired through personal experience, a healthy curiosity about all aspects of sexuality, and an informal study of seventy-seven women with physical disabilities the results of which are the basis of my book, All Things Are Possible.

My presentation, therefore, will stem from the perspective of the consumer and will focus primarily on the sexual-social counseling needs of women with disabilities.

When approached by the Conference Coordinator to address sexual counseling needs of disabled students, my initial reaction was surprise. In the three-and-one-half years I was employed by the Office of Disabled Student Services at the University of Michigan, there were no requests for sexual counseling. Nor have such services been requested up to the present time according to Jim Kubaiko, the present Director.

AN HISTORICAL PERSPECTIVE ON STUDENT NEEDS

The University of Michigan may be unique, however, in the type of disabled student it attracts. Traditionally, only the most intelligent and academically well-prepared students with disabilities have applied.

Unfortunately, among the disabled community, the University of Michigan has had a past history of being somewhat uncordial to such students. Therefore, only the most independent, assertive ones have been attracted here. Once admitted, most diligently apply themselves to their studies and usually contact the Office only for assistance with concrete problems such as architectural access, snow removal, lab accommodation, etc.

This is not to suggest that students with disabilities attending the University of Michigan never have sexual-social problems. I know that I did when I came to the University in 1970. It was my first time living away from family so I had little experience in freely socializing with peers. A major goal was to find a long-haired, able-bodied male student to sexually liberate me, and I spent much valuable study time in that pursuit. Upon finding him near the end of that first semester, I hardly knew what to do with him, but to everyone who didn't know me well I was Miss Cool. Even if a Disabled Student Services had existed then, I would have been extremely reluctant to reveal any personal inadequacies or ask for counseling.

As colleges and universities become increasingly barrier-free and institute support services, some changes in the disabled student population can be expected. Whereas students largely tended to be less severely disabled and more accustomed to making it "on their own" when academic environments were less con-

venient, the advent of additional services such as specialized transportation, notetakers, etc., is already enabling more severely disabled individuals to pursue a higher education.

These students may be more likely to have been disabled from birth or an early age and, thus, are more conditioned by society's mythological view of us as asexual. Harilyn Rousso, a psychotherapist who happens to have cerebral palsy, said in a recent article,

> "I grew up thinking and feeling that I did not have much social potential... that dating, sex, marriage and children were beyond the realm of possibility for me. As a child and adolescent, I never discussed sex or sexuality and how these were affected by my disability with anyone. These subjects seemed to be taboo." (Rousso, 1981)

Rousso's experience is echoed many times over by my respondents. For example, Connie L., who uses a wheelchair because of amyotonia congenita and possesses a B.A. in English, observed,

> "I never recieved any help from anyone, including doctors, in coming to terms with my own sexuality. The silence, I suppose, said it all." (Duffy, 1981)

Most special education systems also avoid the subject of sexuality, and it is from this educational background that many of the new disabled students will come. Of my forty respondents who were disabled prior to the onset of puberty, twenty-four had recieved some portion of their education, usually at the elementary level, by means of either home teaching or in a special school. Eighteen had aquired at least one year of post-secondary education and several were at the graduate level by the time of their participation.

This rather high proportion of women pursuing higher education probably results from our being pushed into compensating for our less-than-perfect bodies by excelling intellectually. I recieved this message, as did many of my respondents. Rousso described her feelings about this:

> "As I became older, I stayed away from boy-girl situations, and concentrated instead on my studies, a safer pursuit. This only heightened my sense of being different and 'abnormal.'" (Rousso, 1981)

Thus, many of us enter college well prepared academically but in terms of social and sexual experience as mere children.

For many severely disabled individuals, this may be their first taste of independence. Some may blossom in this permissive atmosphere of experimentation and self-expression. Illustrative of the healing of this mind-body split is the comment of Mary James, who has had muscular dystrophy since she was a toddler and, at the time of her response, had completed two years of college:

> "College taught me I was intelligent; clothing adaptations, and hair and make-up made me look better; only have difficulty socializing with strangers (I'm too aware of disability then)." (Duffy, 1981)

For others, the process may be much more difficult. The following statement by Connie L. exemplifies the magnitude of poor ego integration exhibited by some some disabled students:

> "I thought of myself as grotesque; I knew that I got good grades but always wondered if that were just some sort of accident, and I'd soon be found out or perhaps if the teachers didn't feel sorry for me....Despite my more 'enlightened' opinions, I often feel like a member of an alien species, then compound my self-contempt by feeling guilty about having such views instead of going out hitching cross-country or something adventurous like that.
>
> "I do think it important to stress that the disabled nature of my body has almost totally consumed my image of myself, especially as a sexual being. That I still have my senses intact and ready for pleasure and the sharing of pleasure have not seemed to register with me on a gut level." (Duffy, 1981)

CONTENT AND PERSONNEL OF SEXUAL COUNSELING PROGRAM

The next questions to consider are how students like Connie L. can be helped and whose responsibility it should be to provide the help. In another paper, I have outlined what I consider a desirable program of sex education for students with disabilities at the elementary and high school level (Duffy 1982). Until such a program is widely operational or until a change in societal attitudes renders it unnecessary, I tend to agree with Scout L. Gunn that:

> "Hearing and responding to feelings and, when possible, answering questions regarding sexual functioning is the professional responsibility of people who 'have it together for themselves' and are knowledgeable in the physiological and psychological aspects of human sexuality. They could just as well be recreators as doctors or social workers." (Gunn in Duffy, 1981)

Personnel of disabled student service programs, I predict, will increasingly find themselves in the unique position to provide this type of counseling either because there is no one in the regular counseling service sufficiently cognizant of the psychosocial effects of disablement or because social or sexual concerns surface during other contact with the student (Mitchell, 1982). For whomever assumes this counseling responsibility, Dailey makes this significant point:

> "In becoming sensitized to the handicapped experience, counselors must be aware of biased assumptions absorbed from the culture by clients and themselves." (Dailey, 1979)

Furthermore, it is important that the counselor demonstrate attitudes of friendliness, openness and permission. The student must know that the counselor accepts her/him without judgement in order to be able to trust sufficiently to share gut-level feelings. Dailey further stresses,

> "Counselors must...frequently serve as the clients' rather than the society's advocate in dealing with clients, their school, family, and employers." (Dailey, 1979)

Body deformities, societal attitudes, parental guilt, lack of opportunities for socialization, etc. all too frequently result in a poor self-image. Although Connie L.'s case is extreme, it is not atypical, according to my findings. Because cultural biases against women and disabled persons of either sex have traditionally been similarly negative (Dailey, 1979; Asch and Fine, 1981), one might expect to find the worst self-images within this group, but some studies show that low self-esteem is a major factor in the success or failure of college students with disabilities regardless of sex. In a study of spinal cord injured male post-secondary students, Quatrano et. al. found that their academic achievement was proportionally related to the counseling and support services they recieved (Quatrano, Blake and Cleary, 1978). Rada noted that disabled students were withdrawn and inhibited in their behavior, frequently characteristic of a low self-image more often than non-disabled students (Rada, 1975).

Therefore, since a positive self-image correlates in so many ways to a successful college experience, not the least of which is learning to feel good about one's sexuality, counseling should have as a primary goal enhancement of the student's self-image. Dailey recommends assertiveness training, as well as gestalt, Adlerian and psychodrama techniques as appropriate countermeasures.

In addition to these professional methods, I would add simple appreciation of any special talent or skill exhibited by the student and encouragement of her/him to excell in that area. For myself, a significant turning point occured when an English professor at the community college I first attended told me that I "wrote well and should do more of it." Any chances for genuine positive reinforcement should not be overlooked nor underestimated.

A thorough knowledge of the physical aspects of sex must provide the foundation for any specific sexual counseling program aimed at students with disabilities. The lack of basic sex education, already noted, has been corroborated by my respondents. What the majority felt most ignorant about was male anatomy and physiology.

Another major concern of my respondents was that virtually no professional connected with either their education or rehabilitation process had attempted to relate their sexuality to their disability. No matter whether the disability

was congenital or aquired later in life, all had unanswered questions. Many expressed fears that physical deformities might prevent sexual intercourse. These should be referred to a physician, preferably to one who is sensitive, caring and somewhat cognizant of sexual issues. Other questions are likely to be of a much less technical nature and could be answered by someone familiar with the literature on sexuality and disability.

Up until this time, I have not addressed whether this sexual counseling should occur on an individual or group basis. Each has advantages and disadvantages, and I believe that the preferred choice would depend on the individual counselor and students involved. However, I believe that questions about sexuality in relation to specific disabilities could be advantageously addressed in a peer group of persons with similar disabilities who are at varying stages of adjustment.

CONCLUSION

I wish to emphasize in conclusion that the need for sexual counseling for college students with disabilities already exists and can be expected to increase in the next few years. Few certified sex counselors seem to be interested in this aspect of practice, and there remains a scarcity of good literature on the subject. The responsibility to fill this vacuum, therefore, falls to those of us who believe as Scout L. Gunn does that:

> "Human sexuality is a psycho-social phenomenon which reaches far beyond the single act of intercourse. It is also seeing, talking, touching, laughing, crying, and embracing. It is two persons delicately weaving together aspects of living which are individually and collectively meaningful." (Gunn,1977)

Those who feel themselves able to share this philosophy, through advertising or direct contact, should let the students with disabilities know that sexual counseling is available on a confidential basis and how they may apply for it.

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JOHN GRAY PROGRAM

Theodore J. Paynther, John Gray Associates

ABSTRACT

In a pluralistic society, individuals who differ in color, national origin, socioeconomic class, religion, sex, age and handicaps see each other, meet and interact. Much has been written about the effect of these differences on communication and cooperation.

In this "John Gray Program" a good deal of attention has been given to the concepts of prejudice, stereotyping, handicappism, sexism, racism, and discrimination and its effect upon self from both the personal and institutional level.

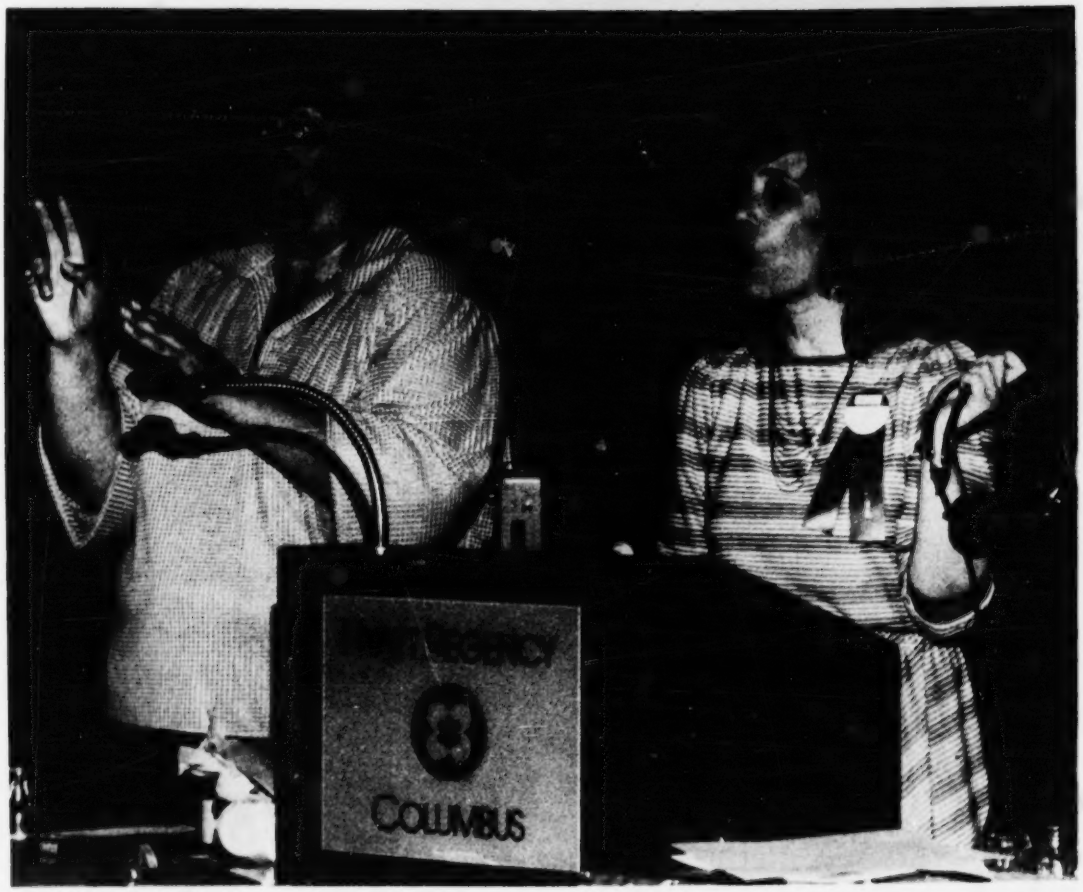
The goal of the "John Gray Program" is to help participants gain skills and awareness in working with personal prejudices and handicappism/sexism/racism on both a personal and institutional level.

THE PROGRAM HAS THREE PARTS

Part I presents John Gray as a bigot. In this part he devalues groups and persons who differ from him. He makes his devaluation in a persuasive manner by interacting with the participants. The listener feels the impact of devaluation when John Gray singles out various groups.

Part II - Participants go into small groups to discuss how our stereotypes block communication, how our attitudes affect behaviors, how our attitudes affect institutional policy on both the victim and non-victim level. The conclusion of the small group is the development of skills and strategies for effectively working with the above issues.

Part III of the program occurs when the groups come back together to share their data with each other. Then John Gray reports his observations and experiences and by confronting listeners with the realities and fantasies of handicappism/sexism/racism and verbal devaluation, John Gray hopes to help persons to better understand the effects of words on people and the tragedy of human devaluation. Hopefully, this insight will move the listeners to seek more facilitative understanding and acceptance of persons with disabilities, racial, gender and other differences.


COLUMBUS

AN ENHANCEMENT PROJECT FOR HEARING IMPAIRED STUDENTS

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ABSTRACT

A project to enhance participation in collegiate life for hearing impaired students at The Pennsylvania State University was initiated in September 1981. The overall goal of the project was to expand Penn State's services beyond the minimum level of classroom assistance in order to help hearing impaired students participate in all University activities.

STATUS OF SERVICES BEFORE PROJECT

The Pennsylvania State University is a land-grant, multi-campus institution. Twenty-two Penn State campuses enroll over 62,000 students. The main campus at University Park enrolls approximately 34,000 students. Full-time faculty members number approximately 3,000--1,864 at University Park and 1,140 at the other campuses.

Services for disabled students and staff are coordinated within the Student Assistance Center of the Office of Student Affairs. This office also provides legal assistance, general counseling (including peer counseling), and assistance for veterans.

Services for hearing impaired students before the project are summarized below. All supportive services are offered in the context of a mainstreamed environment.

1. Notetakers in class (No training or orientation was available.)
2. Student interpreters in class (also without orientation)
3. Strobe lights installed in some residence hall rooms for fire safety
4. Special Admissions Option through the Communication Disorders Program for students with speech or hearing disorders who expect to have difficulty with regular admissions channels

While possibly satisfying the minimum requirements of Section 504, these limited services did not effectively meet the needs of hearing impaired students or assist in recruiting new students. So, for assistance in expanding this array of services, contact was made with staff of the Communication Disorders Program of the College of Education. (The academic component of this program offers degrees through the Ph.D. in hearing impairment and deafness, speech disorders, and audiology. The service component offers free speech and hearing evaluation and therapy to University students.) Their reaction was enthusiastic and resulted in a proposal for this enhancement project.

DESCRIPTION OF THE PROGRAM

We felt that students should be as independent as possible. In other words, we felt that this shouldn't be a hand-holding or do-everything-for-the-student operation. This meant that the project staff and services should encourage the students to do for themselves. We also felt that all areas of collegiate life are important, not just what happens within the four walls of the classroom. Further, services should be available to students who have a broad range of hearing impairments; we would not necessarily focus on the profoundly deaf, for example, or on hard-of-hearing students.

The project was located in the same building as the Speech and Hearing Clinic and consisted of an office with a secretary, telephone, and TTY. The staff consisted of a project director (Dr. Stoker), two graduate assistants (master's level) specializing in the area of hearing impairment, and a part-time secretary. The coordinator of disabled student services (Mrs. Hameister) also was very involved in the project from the beginning.

We identified several areas of concern. The first was that many hearing impaired students were not aware of technological devices available to make the job of getting an education in a large university a little easier. Orientation to specialized technology, therefore, became one of our goals.

The first devices we examined were auditory trainers. Auditory training equipment is not the same thing as a hearing aid. It's a specialized system that can be used individually or with several people in a group. This equipment allows the instructor's voice or the sound tract on a motion picture projector to be transmitted through space directly to the student's ear. Much of the background noise and distortion occurring in a classroom are reduced. Several types are available, such as infrared, a system which is transmitted through infrared radiation. Infrared transmission is merely the vehicle for getting the signal from the lecturer to the student. FM transmission does the same thing--transmits the sound from the lecturer to the student. An older system uses magnetic inductance by putting a loop around a classroom and having the student switch his or her hearing aid to the telephone or telecoil position to pick up signals through this particular transmission medium. We felt that it was very important to devise a method for evaluating the effectiveness of such systems because very little has been done in this area, especially relating to college students. We therefore developed an evaluation system.

We also provided specialized hearing aids for students who could benefit from them. The principal example of this type of hearing aid is one designed for students who have not traditionally been served by special programs. These are students who have a unilateral or one-sided hearing loss. They typically have nearly a complete loss of hearing in one ear and hear relatively well in the other. Problems experienced by such students in classrooms include extreme difficulty in localizing sound and participating in communication in general. For students with unilateral loss of hearing a cross hearing aid can often be effective: A hearing aid with a microphone on the bad ear uses FM radio signals to transmit the sound over to the good ear. The good ear also receives airborne sounds. In essence, the sounds from both sides of the head go into one ear. This often allows students to have a much greater facility with sound localization, dramatically improving their ability to function in the classroom. The drawback to such a system is that it is not universally effective. In other words, there is no advance guarantee that a student will benefit from it, and it is quite expensive. Audiologists therefore are reluctant to advise a student to spend $1,000 on a system like this with only a hope that it might help. We were able to purchase a radiocross system to allow students with unilateral loss an opportunity to try it out over an extended period of time. This allows students to determine if the aid really works for them before trying to secure funding from agencies or using personal funds to purchase the instrument.

We also addressed the use of tape recorders. Usually hearing impaired students will want to pay a lot of attention to the interpreter or lecturer. Some students will want to have the lectures taped and transcribed to study them. Not very many hearing impaired students do this, but some find it quite useful. We discovered during the course of our program that tape recording lectures creates many problems. A microphone placed on the table does not pick up the sound very well from a professor who likes to wander around. Tape recordings made with small recorders with built-in microphones often are practically useless due to background noise. This problem isn't limited to hearing impaired students; students with limited use of their hands, for example, may rely heavily on tape recorded lectures.

A solution to such problems is to use a system which relies on a microphone worn on the lecturer near the mouth, and a radio transmitter which sends the signal to the receiver and then directly into the tape recorder (Figure 1). The system creates a consistent quality signal no matter how the professor moves. This discovery is more a by-product of our project than anything else; we point it out because such a system will be useful for many different types of disabled students.

Other technological devices students are often unfamiliar with are Telecommunication Devices for the Deaf (TDD). Often students who have been mainstreamed and are outside the realm of specialized eduation until the college level are not familiar with TDDs. We felt there were many important new types of equipment available in this area that should be called to the attention of students who could benefit from them.

We also felt a very strong commitment to evaluate students' abilities to use the telephone where sufficient residual hearing permitted. A special device called the Audiometer Telephone Interface (ATI) has been developed which permits precise evaluation of hearing aids, couplers, and coupling modes (acoustic vs magnetic) to be made using standard audiometric tests and procedures (Stoker, 1982).

When we began, we knew there must be more students with hearing impairment at Penn State than had been identified. We felt we had to reach the students in order to serve them. A brochure was prepared, entitled "Can You Hear the Lion Roar?" which takes advantage of the fact that almost everyone knows about the Nittany Lion football team. We sent these brochures to approximately 2,000 persons in anticipation that students or people who knew

students would hear about our project. From this effort, we received 173 requests for information, 53 from high school hearing impaired students or members of their families, an additional 120 or so from a variety of other people (guidance counselors, other school personnel, and personnel in other post-secondary programs). We felt that we were getting our message out. We had three students (to our knowledge) who seriously investigated coming to Penn State as a result of the enhancement project. Thus, it has been something of a recruiting tool, yet we must point out that it hasn't caused a landslide of applications in the Registrar's Office. When you consider that many hearing impaired students view a huge university like Penn State with trepidation, particularly when there is no history of comprehensive services for the hearing impaired, it is remarkable that we have stimulated a certain amount of interest as a result of our publicity. Twelve students who were already enrolled at Penn State were referred to the project, as nearly as we can tell, as a result of this brochure. When you include all the things we did for publicity, e.g., newspaper and television appearances, it is hard to determine what was most effective. Many students were directly referred through the Office of Vocational Rehabilitation or the Speech and Hearing Clinic.

ACTIVITIES CARRIED OUT UNDER THE PROJECT

We began by performing in-depth interviews with the twenty-six students who were referred to the project over the course of the first six months or so. We wanted to find out what the students needed, what we could provide, and to describe to the students what we could do and what we couldn't do. After interviews, we formulated something we called an individual college enhancement plan (ICEP). This was a personalized plan of action from our office--what we could do for these students based on their preferences and the resources at our disposal. We noted early that some notetakers did not take their jobs seriously. We therefore organized notetaker workshops at the beginning of the term for students designated to take notes for hearing impaired students. If students expressed an interest in having a notetaker during the interview, we would refer them to the Student Assistance Center, and after the notetaker was selected, he or she would be encouraged to take the workshop sponsored by our project. An evaluation form was designed to facilitate communication between student and notetaker.

Another common item on the ICEPs related to students' complaints of classrooms being so noisy they could not get any information through residual hearing. In these cases we studied the acoustics of the classrooms in order to make recommendations.

We also evaluated the personal amplification used by students. This allowed us to determine whether or not they could benefit from auditory trainers. We have also, on a number of occasions, counseled with individual faculty members who needed advice on facilitating communication. As a member of the faculty and also as a hearing impaired person, Dr. Stoker found that he could approach faculty members and counsel with them on a much more collegial basis than could students. This proved to be very effective in the short term; long term gains are difficult to measure. We also provided a brochure for faculty members who have hearing impaired students in their classrooms. We referred students to academic tutoring or testing if the students expressed need during our interviews, or if there was some indication that such services were needed. This was always done in consultation with the student involved.

We have had a variety of experiences with the project, and we can make some suggestions to any of you who may be contemplating something similar at your facility. Some of our experiences have led us to feel that we would proceed somewhat differently if we had to do it over again. For example, the project office was somewhat isolated from the mainstream of what was going on in student services. It would help to locate the project office (including facilities for interviewing and a secretary) very close to the Student Assistance Center. We found that some students who know of the project did not know how to contact it. The graduate assistants did much of the work and provided much of the assistance to students. They did a commendable job in view of their limited exposure and experience, but it would have been better to have chosen doctoral level students, rather than master's level students.

Our secretary was only part-time, and we had difficulty establishing reliable communication. Students would call and no one would be there, that sort of thing. We would recommend that a project like this be established in a central location where there would be someone available full time to answer the phone and TDD.

The cooperation we received through the Student Assistant Center has been extremely useful. If we were to do the project over again, we would coordinate and work much more closely than we have. In some cases, we had a tendency to go our own way.

We had a fair amount of trouble getting equipment. In the beginning we borrowed many pieces and made our decision based on those trials. As a result, many pieces of equipment still have not arrived.

On a more positive note, the idea of loaning specialized equipment has been a tremendous step. Students have been extremely gratified by opportunities to have specialized technological devices in their hands for a long-term evaluation, feeling more comfortable with the notion of deciding whether they should acquire them for themselves. The publicity campaign was another of our more successful activities. High school counselors seem to be in touch with many hearing impaired students, particularly those who are thinking about attending school. Our network of branch campuses also enabled us to locate a number of students. There are, however, probably a lot of students out there we haven't reached.

In general, the project has been successful. We have demonstrated some new approaches and can make concrete suggestions to persons contemplating similar services. One of our goals from the beginning has been to shape the services so that they can be used in existing University programs. As mentioned earlier, the University Speech and Hearing Clinic for many years has had a program of free clinical services for students enrolled at the University. Many of the functions of this special project, with the help of the equipment we have purchased, will transfer to the clinical services division of the Speech and Hearing Clinic and will become an ongoing part of that program. Other parts of the project will be transferred to the Student Assistance Center. For example, we have TTY equipment which will become part of this office to act as a relay service by taking messages and relaying them to the other parts of the University.

Other activities will be carried out as part of a commitment made by personnel in the Hearing Impaired program to the Student Assistance Center. We will continue the activities we have already begun by implementing them through the established programs of the University.

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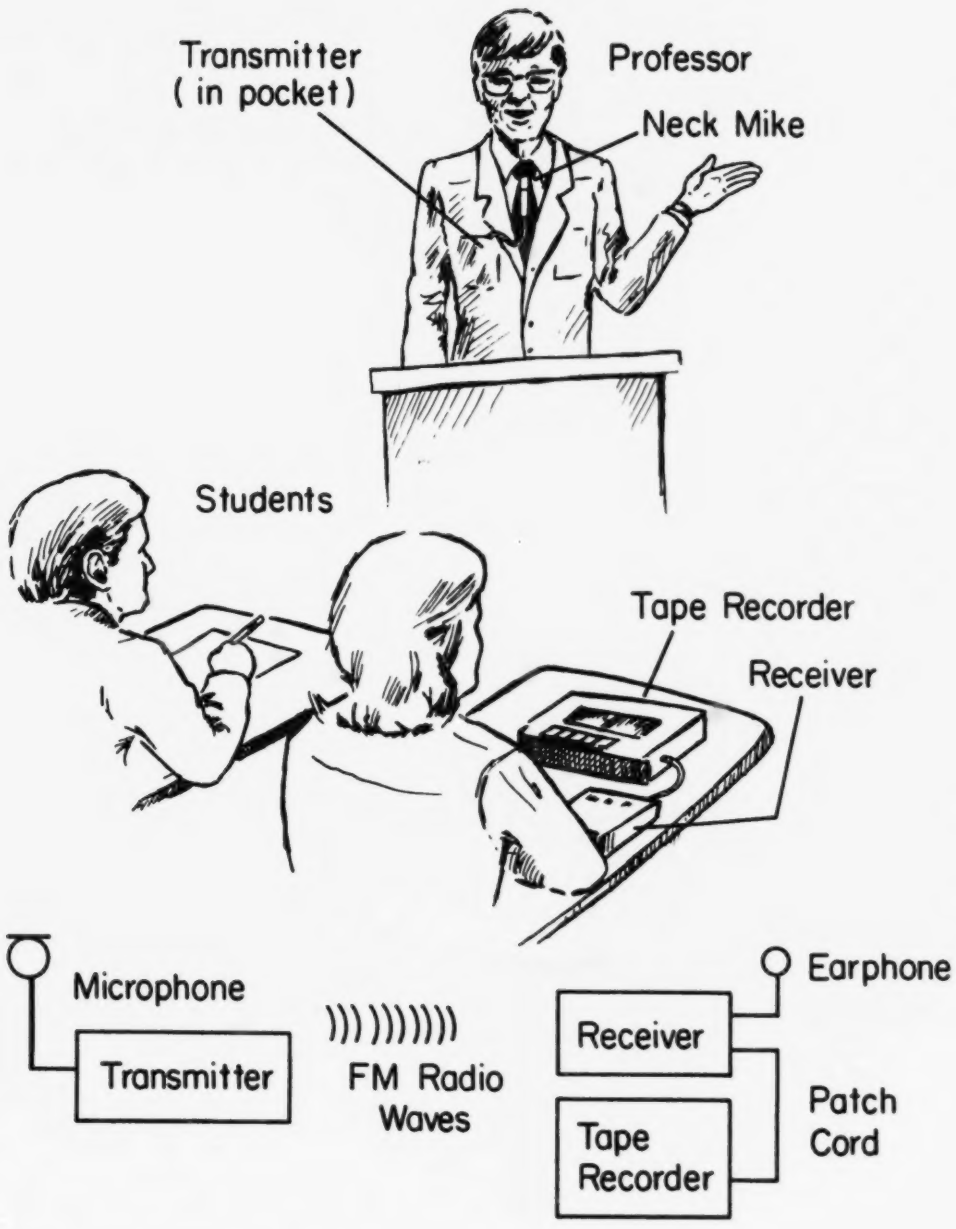
Transmitter
(in pocket)
Professor
Neck Mike
Students
Tape Recorder
Receiver
Microphone
Transmitter
FM Radio
Waves
Earphone
Receiver
Patch
Cord
Tape
Recorder

Figure 1.

READING AND STUDY SKILLS COUNSELING FOR HEARING IMPAIRED STUDENTS

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ABSTRACT

As more hearing impaired students seek higher education in the "mainstream", colleges will be faced with the need to provide special academic support services for these students. Reading and study skills counseling is one type of support which can benefit disabled and non-disabled students alike, but is especially important for hearing impaired students, because it can help them circumvent problems in reading. Educators and counselors who wish to enhance opportunities for hearing impaired college students should consider providing special support services in the vital area of academic skills counseling.

INTRODUCTION

Mainstream colleges and universities have made progress in providing support services for hearing impaired students. Many deaf students are using sign language interpreters, getting good lecture notes, and have tutors available; yet, the students still may be having difficulty with their coursework. Tutoring in a specific course would seem to be a solution, but a common problem runs through the difficulties with each course: the student has great difficulty reading the textbook, and he/she has poor study skills.

In a survey of hearing impaired students at NTID, Stinson (1981) found that the students said that assistance in studying was important. However, they saw tutors as being more effective in providing clarifying information than in helping with studying.

The students were perceiving a need for assistance in developing study skills.

Study skills which were sufficient for students in high school may not be enough for success in college. This is true for both normally hearing and hearing impaired students. The lack of good study skills may be more evident in hearing impaired students, however, because traditionally, they have been encouraged toward vocational programs and away from college programs.

Reading and study skills counseling is a method of primary prevention for academic problems. It is not mainly remedial help, but rather helps the student develop strong reading and study skills to succeed in college.

READING SKILLS

Deafness and English Language Development

Prelingually deaf students usually face linguistic, communication, and academic disadvantages. Except for students who are both deaf and blind, prelingually deaf students probably have a greater educational disadvantage than any other disability group.

The deaf student's ability in reading will depend on several factors related to the student's difficulty with English language acquisition. Such factors include: amount and type of hearing loss, age of onset of hearing loss, previous educational experience, communication skills, and additional handicaps.

English as a Second Language (ESL)

In referring to a hearing impaired student's "language" skill, a clear distinction must be made between abilities in "language" and in "English". Many deaf students are fully competent in their first language - American Sign Language (ASL). If we view the students' problems with English as being similar to those of foreign students, we should consider ESL approaches in teaching reading. Reading comprehension involves an interaction of the author's and the reader's backgrounds. Here, too, we need to consider the differing cultural experiences from the author which the hearing impaired student may

have had, much as a foreign student who faces difficulty because of cultural differences.

Some pragmatic considerations arise, however, to show that ESL approaches are not a panacea for solving the hearing impaired student's problems with English and reading. Conflicts in class schedules and widely varying English abilities for deaf individuals in college probably prohibit establishing a special ESL class for deaf students. Materials and course content of regular ESL classes may be inappropriate for deaf students, especially if ESL course sections are ethnically grouped, as they sometimes are in large universities. It would be understandable if hearing impaired students were reluctant to participate in such classes. Deaf students might also be offended at the suggestion of ESL classes, and the counselor should approach the situation with tact and understanding.

Counseling for Reading Skills

Reading, for the hearing impaired college student, is a search for meaning as well as a strategy for learning. The reading counselor, working individually with the student, will probably be able to assess the student's reading problem through observation and through discussion with the student during the counseling session. Standardized tests such as the McGraw-Hill Reading Test or the Minnesota Reading Assessment (which has a separate set of norms for hearing impaired students) might aid in the assessment, but the student's and counselor's view of the reading problem are often valid perspectives.

If the student comes for a counseling session with a specific reading assignment from a course, the counselor can use the presenting problem (e.g. an incomprehensible psychology text) as an example. Demonstrating reading skills with the student's current assignment serves to emphasize the applicability of the skills the student is learning, and also avoids requiring additional assignments for practice. Table 1 shows elements of a textbook study system which can be demonstrated and practiced with a student's textbook in a reading skills counseling session.

Table 1
Textbook Study System

A. Preview the textbook
   1. title, author
   2. preliminary material
      - copyright date, edited volume
   3. table of contents
   4. introduction
   5. typographical aids and graphics
   6. summaries and questions
   7. terminal aids
      - index, glossary, tables
B. Preview the chapter
   1. title, headings, sub-headings
   2. objectives or goals
   3. summary and review questions
C. Question
   1. What is the purpose of the reading?
   2. What are you trying to learn?
D. Survey vocabulary
   1. point out new vocabulary
   2. try to discover relationships between vocabulary and context

Vocabulary

Vocabulary knowledge is a prime ingredient of reading comprehension, and can present a difficult challenge to hearing impaired students. Vocabulary should be learned in context. The preview and survey steps of the textbook study system should enable the student to expand his/her understanding of the context and increase chances for finding context clues to discover meaning of new vocabulary.

Flexibility and Reading Rate

Reading flexibility is the reader's ability to vary his/her reading rate or speed according to the difficulty of the written material. Rate varies from skimming and scanning to reading quickly for pleasure (e.g. newspapers, novels) to a slower, more concentrated kind of reading for textbooks. The reading skills counselor should explain the

concept of reading flexibility to the student so he/she can be conscious of varying levels of concentration and reading rates.

Readability

Readability is an estimate of the difficulty or reading level of a text. The readability figure is given in grade-level equivalents for "average" readers, and is based on the length of words and sentences in a given passage, not on the difficulty of the concepts. Sometimes it may be helpful to find supplementary readings for a hearing impaired student in a text with a lower readability rating.

STUDY SKILLS

Study skills are a wide variety of skills that students need in order to succeed in college. Some students develop these skills on their own; others take credit or non-credit courses in "How to Study"; others seek help from a reading and study skills center, learning center, or counseling center on campus. Table 2 shows some specific study skills that students can work to develop with assistance of a study skills counselor.

Table 2
Study Skills

A. Study systems - SQ3R, PREP
   1. similar to textbook study system, but involve surveying entire course
   2. preview/survey course
      a. analyze for objectives and how to meet them
      b. importance of tests, lectures, papers, discussion
      c. type of tests
      d. goal for course
      e. goals for term

B. Time management
   1. estimate time needed for study
   2. make daily, weekly, and quarter/semester time schedules
   3. use self-contracts, behavioral objectives; set rewards and punishments
   4. plan breaks and recreation
   5. set realistic goals

C. Lecture notes
   1. review and edit notes from classmates/notetakers
   2. identify main ideas and details
   3. identify relationships between lecture topic and other course topics and readings
   4. use notes for studying

D. Concentration and memory
   1. control environment for study
   2. set short-range, realistic goals
   3. use relaxation exercises before studying
   4. use personal mnemonics, if helpful

E. Underlining
   1. after previewing, read an entire paragraph, then underline only important words (25-35%)
   2. read only underlined words for review
   3. write summaries or outlines as needed

F. Library use, research papers
   1. learn how to use: card catalog, dictionary, thesaurus, encyclopedia (World Book)
   2. outline, showing relationships of ideas
   3. editing English - necessary for almost all hearing impaired students

G. Exam preparation and test-taking
   1. type of test
   2. predict questions and answer them for practice
   3. review old tests
   4. test-wiseness
      a. discuss definitions of terms used in essay exams
      b. understand test scoring

c. during the test, plan time
d. answer easy questions first

5. test anxiety - relaxation techniques

PROVIDING READING AND STUDY SKILLS COUNSELING

The individualized counseling approach to helping hearing impaired students develop reading and study skills has several advantages. Counseling on a 1-to-1 basis allows for the wide variety of abilities in college students who are deaf. The counselor is flexible and can modify the academic support to meet the student's needs. A pragmatic approach deals with the presenting problem, even if only as an example, and serves to emphasize the usefulness of the skill, while avoiding additional assignments and pressure for the student.

Academic counseling services for hearing impaired students can be established through an existing counseling center on campus, with a counselor with knowledge in the special needs of deaf students. Reading and study skills counseling could possibly develop out of a tutorial system, but academic counseling goes beyond tutoring, and tutors would need special training for study skills counseling.

CONCLUSION

Many students, whether disabled or not, could benefit from counseling in reading and study skills. Academic skills counseling is especially important for hearing impaired students, however, because of the unique educational disadvantages they face. Deaf students have met many academic challenges successfully before enrolling in college. Yet the challenges hearing impaired students face are still greater than those of their hearing peers. They deserve our support, and providing academic counseling in reading and study skills is one vital service we should work to provide on our campuses.

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THE USE OF AMPLIFICATION SYSTEMS FOR POST-SECONDARY HEARING IMPAIRED STUDENTS

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The hearing impaired individual encounters a wide variety of problems resulting from the breakdown in communication caused by hearing loss. The severity of the problems experienced depend on many factors, including the degree and type of hearing loss, age of onset, the speaker's message signal, the environment, etc. Some of these factors can be controlled, to help improve communication abilities, while others cannot. Speech is the predominate method by which new materials are taught in the college classroom. It is therefore, very important, to provide the hearing impaired individual with a high fidelity signal that contains the maximum amount of acoustic information. Within the past few years, new technology has been introduced, which makes this possible. The goal of this paper is to provide you with information on the technologies available to assist the hearing handicapped to achieve their full potentials in the classroom, their work environment, and their personal lives.

CLASSROOM ACOUSTICS

The hearing impaired college student is placed in a wide variety of acoustical environments, ranging from the quiet library situation, to the noisy cafeteria. The college classroom, the lecture hall, is generally considered a poor acoustic environment for the hearing impaired student. The sound levels present in most empty classrooms are 55 to 65 decibels, and are higher for the lecture halls. When you add 30 or more students, who are dropping books, crumpling papers and scraping their chairs, this noise level is increased even higher. These noise levels may be tolerable for the normal hearing individual to understand the teacher's voice, however, the hearing impaired may experience much more difficulty. Tillman, Carhart, and Olson, in 1970, have shown that noise, reverberation and distortion have much greater effects upon speech intelligibility for the hearing impaired, than for the normal hearing person. A hearing aid functions to make all sound louder, including the ambient room noise. It cannot selectively amplify speech, therefore, the speech signal can easily be masked by unwanted environmental sounds. Ambient noise can be controlled by acousticall treating rooms with carpeting, draperies, acoustic tiling, etc. However, most colleges and universities would find it economically impractical to treat all of their classrooms. This leaves the hearing impaired student with an unfavorable learning environment. If the signal of the teacher's voice is 20 to 30 decibels louder than the background noise, it will have little effect on speech discrimination. This is refered to as a "plus 20 dB to plus 30 dB signal to noise ratio, which is determined by the difference in intensity between the speaker's voice signal, and the background noise. The signal to noise ratio is measured at the microphone input on the hearing aid, at the student's ear. Unfortunately, the typical classroom has signal to noise ratios that are plus 5dB or less. Obviously, this is insufficient for the hearing impaired listener.

Reverberation is the sound echoing within a classroom. The amount of sound reverberation varies within classrooms. Sound can bounce back and forth from ceilings to walls, hard floors, desks, etc. The instructor's voice is mixed in with all of these reverberating sounds, which make speech discrimination for the hearing impaired even more difficult. Many studies have shown that the hearing impaired are more detrimentally affected by increased reverberation than are normal hearing subjects. Probably the best way to improve speech discrimination in the classroom is to shorten the distance between the speaker and the student. The further the speaker is from the listener, the more the sound will have time to reverberate before reaching the listener's ear. In addition, the closer the speaker is to the listener, the higher the signal to noise ratio will be, since the intensity level of the teacher's voice will be higher at the student's ear.

FM SYSTEMS

FM auditory trainer systems have been developed to overcome the problems of distance and undesirable listening conditions in the classroom. They have been used for many years in special education classrooms and mainstream programs. The new personal FM is becoming widely used in college classrooms and work environments. The FM system consists of a small FM teacher's transmitter, and an FM student receiver. It's operation is similar to a radio transmitter and receiver. The teacher's microphone picks up the speaker's voice and transmits it to the student's receiver. The student may listen directly through miniature earphones, or send the signal through his personal hearing aid. This FM system maintains a consistant sound pressure level of the teacher's voice, and thus, improves speech discrimination in the classroom. (Ross, 1971) This system, provides complete mobility for the student and the teacher. The unit is completely portable and does not require any installation. This system can be used anywhere in the classroom, at work, at the theater, riding in the car, or outdoors, etc.

DIRECT SIGNAL INPUT HEARING AIDS

Direct signal input hearing aids are relatively new on the market. This technology allows for different audio sources to be directly connected to the preamplifier of the hearing aid. This arrangement enhances a variety of listening conditions for the hearing impaired. The hearing aid may be coupled directly to an FM receiver, television, movie projector, tape recorder, radio, etc. The advantages are not limited to the educational environment.

SUMMARY

The hearing impaired individual encounters a wide variety of problems resulting from the hearing loss. Speech discrimination is greatly effected by room noise, reverberation, and distance from the speaker. Classroom acoustics can be improved by physically treating the room, however, this is generally considered impractical. FM auditory trainers were developed as an efficent, economical solution to these problems. They improve the listening environment for the students by maintaining a consistant sound pressure level of the professor's voice. Direct signal input hearing aids provide added benefits, both within the classroom and at home. This technology allows for a direct input to the hearing aid from any audio source. These systems may make a large difference in the educational progress of a hearing impaired person.

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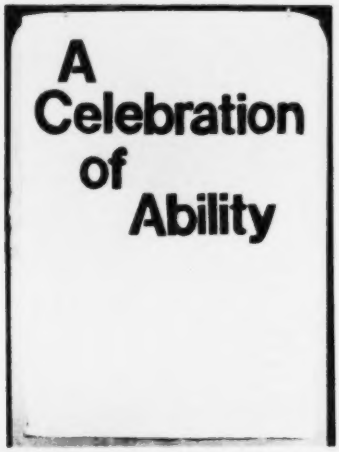
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MOBILIZING RESOURCES FOR DISABLED STUDENTS IN THE COMMUNITY COLLEGE

David A. McKay, Austin Community College

ABSTRACT

Aspects of cooperative working relationships between community colleges and local agencies, non-profit organizations, and local business and industry are discussed. Special student services programs may enhance resources available to students and create new program options by pooling resources with other organizations where such projects are mutually beneficial. Specific areas discussed include technological literacy, employment-related projects, and special problems related to community organizational partnerships.

THE COMMUNITY COLLEGE: A BRIEF INTRODUCTION

As compared to the traditional four-year college or university setting, the community college in contemporary America provides some unique opportunities and challanges for the special services professional. The community college seeks to provide low-cost, accessible postsecondary learning opportunities for adults beyond the years of high school. A special aspect of the community college is the "open door" philosophy which extends the concept of popularly accessible public education beyond the secondary level. The principle of open and accessible public education for all children, first broadly espoused by industrialists and labor unions in the latter half of the Nineteenth Century, was extended to young adults in this century by junior and community colleges. The comparatively recent movement (Gleazer, 1980) toward "life-long learning" and diversification of educational offerings expands the role of the community college to meet the learning needs of individuals who are in developmental stages of adulthood beyond the age of the traditional college-age student.

Developments of the past twenty years have transformed the role of the community college educator. In a very broad sense, every teacher, counselor, and administrator in the contemporary community college is called upon to innovate and to adapt learning experiences to provide access for the non-traditional student, for the adult who is returning to school after a number of years, for the learner who is underprepared for the academic demands of college work, for the student who has work and family commitments and must pursue educational goals on a part-time basis, for the mother who is largely confined to the home in providing care for young children. In this context, the educator who specializes in postsecondary education for disabled students may find a wealth of educational, professional, and human resources readily available, prepared to facilitate and support learning for the student with special access needs.

One other principle which distinguishes the community college from the traditional four-year institution is the emphasis on community. The more traditional institution has tended to develop an intensely educational environment characterized by some degree of separation or isolation from its community. The community college, with locally-elected trustees and frequently with a local tax base, tends to be much more closely interwoven with the community. Part-time faculty who also work full-time in the local city, local advisory committees, and cooperative training programs are representative of high levels of institution-community interaction where local community resources and college resources are pooled for the benefit of both the students and the community.

CREATING NEW OPTIONS THROUGH COMMUNITY-BASED PROGRAM DEVELOPMENT

Recent changes in federal educational policy and increasing competition for the federal and state tax dollar encourage community colleges to explore and expand relationships with other organizations at the community level. Many programs for disabled students which have relied heavily on state and federal resources in the past are now developing alternate and local sources of support to diversify and enhance the opportunities available to their students.

New Technologies

Among the broad social changes in 1982 we may find some new alternatives in planning for the future of our programs. As an example I would like to discuss for a few moments the impact and some potential impacts of the technological revolution that we are witnessing in education, in the home, and in the employment sector. Alvin Toffler's book, The Third Wave, describes the contemporary technological revolution as a wave of change in which our personal, work, and social lives will be altered more drastically than was the case in change from agrarian to industrial society during the Industrial Revolution.

Our students are faced with the challenge not only of keeping up with new forms of information processing and new technologically-oriented literacy, but they are increasingly finding computer literacy and sophistication in the use of video to be essential skills in the work environment. Employers are finding that skills in the new technologies are essential for the survival of their business and are very aware of the need for new forms of training. A number of colleges in the United States and Canada are forming new and innovative forms of partnerships with local businesses and industrial concerns to provide training (and jobs) to students who otherwise would not have access to this training. A Houston computer firm is looking for a college to co-sponsor a training program which will provide microcomputers for disabled students in their homes, where they can learn skills in information processing, to enable the students to go into business for themselves, working at home and maintaining contact with their clients via electronic telecommunications.

As was pointed out in the current issue of the Clearinghouse on the Handicapped's Programs for the Handicapped (May/June, 1982), the new computer technology that is sweeping the nation and transforming our society may present new and formidable barriers for many disabled individuals. Technology developed for able-bodied persons and placed by well-intentioned individuals in classrooms which are not designed for access can become for many of our students the final frustrating experience leading to early withdrawal from school. But a number of organizations now serve as clearinghouses for information about low-cost adaptive devices and strategies to make these applied technologies fit the special needs of disabled students. Several organizations which focus particularly on adaptation of microprocessors for disabled users are listed in the Clearinghouse article. Another resource for information on adapting new applied technologies for disabled individuals is the Institute of Electrical and Electronic Engineers' Technical Committee on Computing and the Handicapped, formed in 1981 to promote the use of computer technology in rehabilitation. The TC's chairman, Dr. James H. Aylor, of the University of Virginia, has been involved in a number of co-sponsored conferences focusing on computation in the field of medicine. The Technical Committee is another example of inter-organizational networking to achieve cooperative goals where one organization by itself would have had very limited impact. In one of its projects the IEEE Computer Society worked with the Johns Hopkins National Search for Applications of Personal Computing to Aid the Handicapped, made possible by grants from the National Science Foundation and Radio Shack. This project, although it is national rather than local in scope, is an excellent example of the type of inter-organizational cooperations which are possible in meeting new challenges in our society. Other organizations which were involved in this project include Adventure International, Apple Computer Co., Byte Publications, McGraw-Hill, Martin Marietta, Paralyzed Veterans of American, Popular Computing, RCA, Texas Instruments, and Zenith Radio Corporation. (For more information and a report on this project, see IEEE Micro, February, 1982.)

Employing the Disabled

Another broad network of public and private sector organizations which may be helpful in our work to create new options for our students is the phenomenon broadly referred to as the "hire the handicapped" movement, with local Mayors' committees on employment of the handicapped and state Governor's committees, all loosely affiliated with the President's Committee on Employment of the Handicapped. These organizations, voluntary in nature, are usually composed of major employers from both public and private sectors. The levels of innovation and activity vary considerably from area to area, but the IYDP International Year of Disabled Persons was the occasion for a significant degree of increased activity among these groups. With the recent shift in student priorities forcing more students to consider future employment as their highest

educational concern, with more college graduates competing for seemingly fewer high-paying jobs, and with employers becoming more acutely aware of their need for technologically trained manpower, we appear to be in an era where a natural association forms between community colleges, with expertise in technical and occupational training, and groups of employers who are committed to finding new approaches to productively employing disabled individuals.

One advantage in linking our college programs with these committees is the fact that they constitute pre-existing networks of organizations with some level of commitment already established. In the natural course of human events, it has been noted that there may be certain disadvantages to building affiliations in the context of pre-existing networks, due to factors I will mention in a few moments, but in many communities it is far more appropriate to link with existing structures than to generate new voluntary networks.

A number of colleges have met with high levels of success in affiliations with committees on employment of the handicapped, along with one or more employers. In one case, with the city as the "prime sponsor," a series of CETA-affiliated training programs were established, with the local committee on employment of the handicapped providing contacts and advisory consultation for the programs. Training was conducted "on site," with the participating employers providing facilities and equipment. The college role was to identify candidates for the program and to provide training and instructional services. Vocational rehabilitation referred a number of clients to the program, and provided vocational pre-assessment services as needed by disabled students. CETA support, in the form of student stipends, made the program cost-effective for the employer until students were selected for permanent employment. Those students who were not selected for on-site permanent positions but who completed the training program were referred to the college placement center and to the state employment commission for further assistance in finding a job.

In another case, a local committee on employment of the handicapped co-sponsored with a community college a series of seminars for employers. With the committee and the college pooling resources to recruit employers (who became students of the college for the duration of the seminars), the program filled to capacity.

At one other college district, the local committee on employment of the handicapped aired a series of programs on employing the disabled individual on the college's cable television channel. Programs were prepared by the committee and technical staffing was provided by the college, using college studios and equipment. Students from the college's disabled student services program participated on the show, which provided the students with some valuable experience and introduced them to a number of local employers.

In all these instances, the primary role of the college involved utilization of resources which were already available, toward goals that were both related to the mission of the college and relevant to the needs of local employers and disabled citizens. Each of these colleges found ways to build upon its existing resources to extend community learning, and to enhance the institution's responsiveness to the community.

The New Federalism and Corporate Social Responsibility

One of the elements in the current federal administration's approach to the economy and to social priorities is an assumption that state and local governments will, in the next few years, have to bear greater responsibility for dealing with their own circumstances. The capability of the local government to handle the greater responsibilities being delegated to it by federal and state governments will depend in large part on what share of that responsibility is assumed by the private sector at the local level. President Reagan, recognizing this relationship, established his Task Force on Private Sector Initiatives in 1981. Other national organizations have undertaken programs in recognition of the changing roles of local governments and the private sector; a number of these national groups have had significant impact on working relationships between corporations and educational organizations at the local level. For example, the National Alliance of Business, itself a partnership of business, labor, and government, is working to help find solutions to problems of economically disadvantaged individuals. A major focus of this organization for several years has been the local Private Industry Councils (PICs), in which representatives of

business, local government, and organized labor find locally-applicable solutions to problems which at one time were viewed as primarily the responsibility of federal social service providers.

Another national organization fostering public-private partnerships with implications at the local level is the committee for Economic Development. This organization is composed of two hundred trustees, who for the most part are presidents or board chairmen of corporations and presidents of universities. This business-academic voluntary organization sponsors research and dissemination of information which is directly applicable to educators and advocates involved in developing partnerships between public and private sector organizations. Through publications such as Jobs for the Hard-to-Employ (1978) and Public-Private Partnership: An Opportunity for Urban Communities (1982), the Committee for Economic Development may be found to be a highly valuable resource. One of the projects reported by this group, for example, involves Union Carbide of Oak Ridge, Tennessee, where the corporation joined with a group of forty-three colleges and universities in a remarkably successful jointly-operated technical program for unskilled and disadvantaged enrollees, resulting in useful jobs for over 90 percent of the program's graduates (see references).

OBSTACLES TO COMMUNITY COOPERATION

The most valuable resource to the special student services educator is probably a supportive college administration. Given this support, the second most valuable asset for our programs and our students is probably a capable and supportive faculty who are genuinely interested in student learning and committed to the idea that students can learn. The college organizational environment is a decisive factor influencing how much we are prepared or able to accomplish in the broader community context. In relation to our role as developers of community resources, Edmund Gleazer, Jr. has stated:

> the major questions over the next several years will not deal with whether community colleges and other community agencies and institutions will relate in their educational services but how this can best be done. (1980)

It is sometimes the case that we are not strongly encouraged to build working relationships external to the organization. In some colleges we find that community leave from campus is not provided, that institutional policies fail to encourage, or actively discourage, the operation of programs which depend to some extent on other organizations. Traditional role expectations for the student services counselor, the faculty member, and the administrator sometimes discourage us from taking responsibility for venturing beyond the limits of our organization.

In other contexts, interaction and community-oriented cooperative partnerships are the norm. Several administrators in special student services programs have told me stories in which the first necessary step was to gain concept approval for a new idea from their supervisor, sometimes from the college president, before they could enter into discussions with representatives of other organizations about potential collaborative planning. Where this is a problem, our next step may well be to prepare our administrative presentation, outlining the potential benefits to the college and to our students, and communicate clearly the potential costs and benefits of the plan.

Another obstacle frequently encountered is local fiefdoms in the community where change or new working relationships represent a threat of some kind to organizational entities in the area. On occasion we may find it is more appropriate to initiate a new council or advisory consortium than to work with more established voluntary groups where the college's plans do not fit with other organizations' goals. Planning with other organizations must take into account all partners' goals, needs, and constraints. Benefits to all parties must be present in order to achieve a stable working relationship. If the rehab commission won't talk to the education board and the mayor's committee can't meet with the local advocacy group, then the educational planner has some challenges.

Every opportunity for open communication and organizational interaction at the community level is an opportunity to enhance the total resources of the community. The role of the college in the community generally focuses on educational services, and most organizations at the community level, whether they be employers in need of trained manpower, advocacy organizations which are committed to increasing resources available to disabled citizens, or community advisory councils appointed to develop architectual guidelines for public buildings, have need of educational resources which the college may potentially offer. As we interact and learn more about the needs and concerns of individuals and groups in the community, we are better in a position to assist other organizations in making their contribution, and better in a position to develop the college special services program as a resource and an asset to the community and to the college.

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MOBILIZING RESOURCES FOR THE DISABLED STUDENT IN THE COMMUNITY COLLEGES
STATE AND FEDERAL LEGISLATION

Catherine Campisi Johns, San Diego Community College District

ABSTRACT

This presentation will cover selected state and federal legislation affecting programs and services for students with disabilities in postsecondary education. Relevant court cases are discussed. Special focus is given to Section 504 of the 1973 Rehabilitation Act and litigation which has resulted.

INTRODUCTION

I'm going to share today with you some information on pieces of federal and state legislation which affect our programs and services for students with disabilities. The state legislation I'll be talking about will be in relation to California since that reflects my current experience. Later in the presentation, we can share the status of legislation in the various states represented.

FEDERAL LEGISLATION

Obviously, the piece of legislation I'm going to talk about the most under Federal legislation is Section 504 of the Rehabilitation Act. It seems that we are currently in a valley related to Section 504. I'm going to give you a little bit of background on Section 504 since I'm not certain what level of information everyone here has about Section 504.

You all probably know that Section 504 was part of the original 1973 Rehabilitation Act. The words itself are very simple and basically state that no handicapped person shall solely on the basis of their handicap be denied the benefits of/or be discriminated against by any recipient of federal financial assistance. Now, you also probably know that although the Rehabilitation Act was passed in 1977, nothing happened in terms of putting this into effect for colleges and universities because there were no regulations. As you also know it took four long years until 1973 until regulations were passed. It also took a tremendous amount of political actions, sit-ins in San Francisco, activities in Washington, before we ever got regulations for Section 504.

The regulations cover, among other institutions and organizations, postsecondary education. They apply to community colleges as well as four year colleges and universities. As you all probably know, they cover almost every activity of a college or university, if that college receives federal financial assistance. Accordingly, the regulations would cover not only public and state universities but private universities, if they have <u>any</u> federal financial assistance. The regulations affect admissions policies which are not so much a problem in community colleges, but definitely affect four year colleges and universities. They cover the requirement to provide auxiliary aides, such as interpreters, readers, and adaptive equipment.

A key concept in Section 504 is program accessibility. It is likely the most flexible and usefull concept of the 504 regulations. What program accessibility basically states is that not every office or building of a campus need to be immediately accessible. However, the program <u>must</u> be accessible. Therefore, classes may be moved, faculty members may meet students in an alternate location if the building isn't accessible. There are a variety of methods of making sure that disabled students are not denied the benefits of the college or university. Program accessibility also includes the prohibition of specific policy barriers. For example, in our community colleges, something as simple as not allowing students to use tape recorders in class has been a tremendous policy barrier that existed prior to the 504 regulations. We continue to monitor this issue. Also mandated is adapted testing for disabled students who require it. Therefore, if a student needs to be given a test orally, it must be provided. Adapted testing is no longer at the discretion of the faculty member. Disabled students cannot be discriminated against in their ability to take part in social activities of the campus. Further, if the campus provides housing or transportation to its non-disabled students, it must be provided in an accessible mode to disabled students.

As you also probably know, Section 504 requires that each college or university complete a self evaluation of its campus and its policies related to disabled students. Also required is a transition plan. This includes a physical plant survey of the entire campus and a laid out, step by step plan as to how the campus will be made accessible, with timetables and resources. In addition, each campus must designate a 504 Coordinator, to be responsible for overall compliance.

I would like to know for my information, and for the group's information, how many people here participated in the self evaluation of their college campus? How many people are actually 504 Coordinators? We have found in California that there is tremendous diversity in who is named the 504 Coordinator on the campus. Sometimes it is the head of Disabled Student Services, othertimes it is the Vice President of the College, or the head of Affirmative Action. There is tremendous variability.

CASES INVOLVING SECTION 504

I'd like to discuss very briefly a couple of the court cases related to Section 504 and then talk a little bit about the auxiliary aide issue and how that relates to several recent court cases.

The first court case that I know you are all familiar with is the Davis Case. This was a case in the community colleges, Southeastern Community College, in which Frances Davis applied to enter the RN Program. She had a severe hearing loss and the school denied her admission saying that because of her hearing loss she would be unable to complete the requirements of the program. She filed suit and the case went through legal channels and eventually reached the Supreme Court. A unanimous (9-0) decision was reached that Frances Davis need not be admitted into the RN Program and further that colleges and universities need not make significant modifications in their program to accomodate disabled students. There has been tremendous discussion on this case, including whether it was the best case to try, and its implications nationwide. In California, the court decision has not had a tremendous negative impact on colleges and universities.

Ironically, in San Diego at the same time the Davis case was going on, one of our city colleges graduated, as an RN, a woman who had a very equivalent hearing loss to Frances Davis. Her inclusion in the program was not totally smooth. She applied to the program and initially was turned down. After advocacy efforts by the college Disabled Student Services and the local Independent Living Center, she was admitted. She completed the program successfully. It was interesting to see the accommodations that were made. For example, an aide was assigned when the student was in the surgery module of the nursing program. The aide would use sign language to communicate when lip reading was not possible due to the wearing of surgical masks. Thus, it became clear that the attitude of the school and the staff are perhaps the most crucial factor in providing access to the disabled student.

A key court case, regarding the provision of auxiliary aides, is the Walter Caminesch case at the University of Texas. This is a case in which a deaf man who was studying for his doctorate in education needed interpreter services. The University of Texas would not pay for the services, and argued that either the Department of Rehabilitation or Mr. Caminesch himself should pay for the use of the interpreters. This case also went to the Supreme Court, but they did not hear it and it is back at another court level where action is pending. This case and others like it, relate to the first dollar issue. That is, should the university or an agency (such as the Department of Rehabilitation) be responsible for paying for auxiliary aides. Now I will briefly discuss some other cases regarding first dollar responsibility for auxiliary aides.

In the 504 regulations, it is stated that the colleges and universities have the responsibility of providing auxiliary aides. However, where the Department of Rehabilitation has been providing these aides in the past we've gotten into great controversy in some states as to <u>who</u> is going to have the financially responsibility where students are clients of the Department of Rehabilitation. You may know that in Illinois such a situation resulted in a court case, Jones vs. Jeffers. Mr. Jeffers was a student at the Illinois Institute of Technology. The case focused on who was to pay for interpreter services. The decision came down that if a student was a client of the Department of Rehabilitation, the Department of Rehabilitation would pay. If the student were not a client, payment for auxiliary aides was the responsibility of the colleges or university.

There was a very similar case in New Jersey.

Now in California, where we seem to be the state that never does anything like anyone else, a piece of legislation was passed in which the colleges and universities willingly accepted the responsibility for providing auxiliary aides. The Department of Rehabilitation has stepped out of the picture and we pay for all auxiliary aides, whether the person is a client or not of the Department of Rehabilitation. Now, this process has generated alot of controversy in California, especially with consumer groups for the blind who are very concerned as to how reader services are provided. Some colleges restrict reading to on-campus only and prohibit certain people from being hired (e.g., relatives). Because there is so much varibility from college to college, the piece of legislation, Senate Bill 1053, that mandated the provision of auxiliary aides also mandates that regulations be written now as to how those services will be provided. So we are waiting in California for the regulations to come out. Although the transition from the Department of Rehabilitation to the colleges has not been totally smooth, it seems to be working. Philosophically, we have agreed and are strongly committed to the idea in the 504 regulations stating that it is <u>our</u> (postsecondary education) responsibility.

STATE LEGISLATION IN CALIFORNIA

Now I'd like to tell you about the legislation in California that governs our programs and services for community college students. In 1976, Assembly Bill 77 (AB 77) was passed. AB 77 provides funds for programs and services for disabled students in California's 108 community colleges. Currently about $18,000,000 is appropriated statewide. Now, when we say programs and services, this includes the typical list of services that we've already talked about, things like counseling, transportation, mobility assistance and referral to other agencies. In addition the legislation allows for special instruction. When we get to the discussion phase, I'd be interested in knowing if people in other states have anything similar to California in terms of special education classes. We do have Special Education classes for disabled students both in on-campus locations and off-campus locations. Obviously, disabled students must have a verified disability to be eligible for programs and services under AB 77. Students who are enrolled in Special Education classes must have an Individual Educational Plan, similar to what's required under PL 94-142. Although it is less complex, it basically outlines educational goals and objectives and evaluation timelines. The student is an active participant in putting together the IEP. To remain eligible for services students must be making measurable progress. For students who are fully mainstreamed, educational progress is usually a listing of credits completed and their grades. Generally for students who are only in Special Education classes, progress on the IEP is what we use to determine measurable progress.

AB 77 requires a comprehensive plan, every year, each college must get together with its staff, with the community, and decide what it is going to go for the next year, write it up and submit it. This is how our budget is determined. In addition an advisory committee on programs and services for disabled students is required for all colleges receiving funds under AB 77.

The last bit of information I'd like to share with you and is really a strong bias on my part. It is congruent with the California requirement of the Advisory Committee and the mandate under federal legislation for Section 504 for consumer participation. I would advocate to you to seek strong community involvement and consumer participation in your programs and services. Such involvement can truly strengthen a program and its compliance with state and federal laws. For example, in San Diego we have an advisory committee on architectural barriers which is very helpful. This committee meets about every 3 months or whenever necessary. We have worked up a process whereby plans for new construction and remodeling are brought to our committee and are reviewed by staff, by disabled students, and by consumers of the community. It has assisted us greatly in assuring access.

Another thing that we have in terms of our Comprehensive Planning is that every year we hold a town meeting or a community meeting which has a variety of agencies, alot of individual consumers, and other college and university staff. We really have a community based process to say, "This is a community college, we are here to meet community needs, what do you want from us in terms of education for disabled students and we go from there." I know that other colleges may not be in a position to model that exactly but I can't advocate strongly enough that in a community college it is essential to have close ties to the community.

I must close my presentation now. I would like to remind you of the critical state our students' protection under Section 504 is in now. I urge you to stay current with legislative developments and be active in voicing your concerns.

Thank you for your attention.

THE COMMUNITY COLLEGE ADVANTAGE FOR DISABLED STUDENTS

Marshall Mitchell, Amarillo College

ABSTRACT

The community college provides many advantages for the disabled student in the form of direct services, community resources and training toward independence. Funds are many times more easily obtained and services more easily provided due to smaller enrollment and more personnel.

SERVICES FOR INDEPENDENCE

Having served in the position of Coordinator of Handicap Services at a community college for two years, it has become apparent to me that the community supported college with an open door entrance policy has many more resources for providing services to the disabled student than does most four year state supported institutions.

The community college is expected to serve the community by which it is supported and in return the community feels a sense of belonging to their educational institution. This manifest itself in availability of helpful resources for the disabled students. Key agencies and organizations are readily available, such as Vocational Rehabilitation Services, State Commissions for the Blind, local advocacy groups of disabled individuals and nationally affiliated chapters representing the disabled i.e. The Epilepsy Foundation, Muscular Dystrophy Association, The Kidney Foundation. These resources provide many services ranging from sending new potential students to college to conducting community workshops and seminars.

The community college can usually provide more services directly to the student through grants and/or community dollars. For example, consider Amarillo Community College.

The ACcess Center serves over 600 students per semester who have various academic related needs. At present, approximately 80 of those students are certifiably disabled. This number is increasing steadily with each new semester.

The student's needs are met on an individual basis providing the services that are the most beneficial in each situation. Some of the more frequently requested services are notetakers, readers, tape recordings, use of specialized equipment, and interpreters for the deaf. We also provide services for a number of Learning Disabled students through an educational diagnostician, equipment, tutors and special arrangements for exams. The faculty is knowledgable of the needs of the disabled students and is familiar with the office of the Coordinator of Handicap Services.

The ACcess Center at Amarillo College offers thirteen developmental courses for those students who need to improve their basic skills such as reading, spelling, English, math, and study skills. Courses in personal development and educational and career planning are also available.

Also, Amarillo College has a Tutoring program which provides free peer tutoring to students who need assistance with their course work. The tutors are students who have been recommended by their instructors as being capable in the courses they are hired to tutor. Tutoring is available to all students at Amarillo College. Notetakers and readers are also provided through the Tutoring program. Statistics have consistently shown that tutoring helps students improve their grades.

Included in the ACcess Center is the English as a Second Language program which is designed to teach the English Language to speakers of other languages. It consists of four levels of instruction from basic to advanced to accommodate all students regardless of their previous knowledge of English. Currently there are approximately 200 students enrolled in English as a Second Language classes at Amarillo College.

A campus service organization entitled People's Association for Life Services (P.A.L.S.) helps to provide services for disabled students as well as

for the disabled in the community. This group is made up primarily of disabled college students who are willing to help themselves and their fellow disabled students and citizens. P.A.L.S. provides a place for these students to socialize and learn from other disabled students. The organization gives them strength when they need to make recommendations to the administration concerning their needs.

TRAINING FOR INDEPENDENCE

One of the most important services which can be provided for the disabled student is that of teaching him/her how to obtain his/her own assistance as much as possible. For example, let the disabled student find a notetaker from his/her class by borrowing some fellow students notes to determine his/her notetaking ability, confirming that student's competence with the instructor, asking the student if he/she would mind using a carbon, and finally sending him/her to sign up as a notetaker in the appropriate office on campus.

Of course, not all students, especially the newly entering freshmen, are independent enough to set up their own services. This, however, is the goal. There is no better place for the disabled student to become accustomed to the reality of their responsibilities in life than at the community college. One of the most difficult lessons for the disabled person to learn is that they must be responsible for overcoming their own disability on a daily basis.

It is very easy to continually find someone who will arrange assistance for them, but when they reach the working world or the average four year college they will be expected to fulfill their obligations in spite of the handicapping condition. At that point they will need to be as independent as possible.

Therefore, coddling the disabled student is NOT doing them a favor. They should be expected to meet classroom and course obligations as is any other student. This approach is very difficult due to the disabled persons ability to manipulate the disability to get his/her way. Such behavior is extremely detrimental to the student and for his/her own good should be dealt with very firmly.

Realistically problems do arise with disabled students which may cause them to have difficulty meeting deadlines and commitments. These problems should be taken into consideration to some degree. A balance must be sought in each individual case.

CONCLUSION

The community college is an excellent place for the disabled student to prepare for both the four year state school and/or their first professional work experience. Not only are services provided that enable the disabled student to succeed in college but also training is provided that will help the student begin a pattern of success for his/her future.

SERVICES FOR HANDICAPPED STUDENTS IN A TWO-YEAR COMMUTER COLLEGE

Constance A. Gant, Indiana University East

ABSTRACT

Because of Federal regulations governing TRIO Programs, many colleges and universities are focusing on handicapped students for the first time. Other colleges have long-standing programs as the result of the Vocational Rehabilitation Act and Civil Rights laws. Programs for handicapped students vary according to the financial base of the program, the length of time the program has been in operation and the size and kind of college or university.

This paper will describe a program for handicapped students extant at a small, two-year community college in Indiana. A brief history of the school and the program for handicapped students will be presented as will methods of securing referrals, and a description of the services that are available to this group. I will also discuss some of the problems and concerns that face handicapped students in our university. Finally, the problems with retention will be discussed.

SERVICES FOR HANDICAPPED STUDENTS IN A TWO-YEAR COMMUTER COLLEGE

Indiana University East in Richmond is part of the Indiana University System and the smallest of the eight campuses. In January 1975, this one-building campus was opened on a 230 acre site on the north edge of Richmond, Indiana. Richmond's 1980 population was 41,346.

Indiana University East, also known as IU East, has an average population of about 1,500 students. It is an open admissions, commuter college that offers two-year associate degrees. Next year IU East will offer two bachelor degrees in the area of business and nursing. The average age of the student is 27 years.

The handicapped program is a part of the Special Services Program. As a TRIO Program, on soft money, the grant for Special Services has been cut and the University has, at this time, committed itself to pick up one-fourth of the salary of a counselor.

To summarize, the handicapped component is in the Special Services Program, a soft money TRIO Program at Indiana University East, where the average semester school population is about 1,500 students and the average student age is 27 years old.

Let's talk about the Handicapped Program. Since its inception in 1979, there have been 238 Special Services students and of that number 78 or 33 percent handicapped students have been registered with the Program. As of the end of the spring semester we had 25 handicapped students actually enrolled in classes.

These students are referred to the Special Services Program in various ways. The admission letter states in official language, "Persons with physical handicaps or who are Vocational Rehabilitation clients should contact the Advisor for Handicapped Students immediately." Since very few people consider themselves handicapped, this has been the least effective method of identifying students.

During orientation and registration sessions I can personally observe and contact students who don't consider themselves handicapped, but who come in on crutches or in wheelchairs or I can note those who have other obvious problems. Vocational Rehabilitation is another productive method of securing referrals. Our application form asks the voluntary question - "Do you have a physical handicap?" Those who answer affirmatively are referred to my Program. Teachers have been alert to Cerebral Palsy students and students who asked for special seating arrangements or testing privileges. Other students are bringing their handicapped friends to my office. The Veteran's office refers all of their Vocational Rehabilitation students to us. If I were to list the methods of receiving our referrals, I would rate them in the following order: 1) personal observation during registration, 2) referral from Vocational Rehabilitation, 3) referral of the Vocational Rehabilitation Veteran, 4) voluntary question on our application, 5) referral by professor of student needing special help, 6) student/peer referral, and 7) admission letter. Our present university handicapped population is made up as follows:

Visual problems	4
Hearing problems	1
Orthopedic problems	16
Other (alcoholic, epilepsy, cardiac, diabetic, hypertension, learning disability)	14

TRIO Federal regulations do not include those with emotional problems, but State and Veteran Vocational Rehabilitation often refers the "emotionally restored" student to our office since there is no other facility on campus to follow this large group. Services offered to all of our handicapped students include: reader and transcribing services, assistance with securing (and returning) taped textbooks for visually impaired and learning disabled students, personal and academic counseling, financial aid assistance, free tutoring, notetakers, TDD (Telephone Communication Device for the Deaf), tests typed in large print, test monitoring service, and raised line drawing kit.

Minor problems exist with this population group. However, the problems are worthy of examination:

1. Our hard copy TDD was donated by the Lions Club two years ago. Because our PBX system mandates going through the operator, we had to secure a private phone line at a cost of $50.00 a month. We advertised our phone number and offered to make necessary medical and welfare appointments for members of the deaf community. Our TDD has rung ten times within the last month, nine of the ten calls were wrong numbers. We are now faced with an obvious financial decision along with methods of putting this valuable instrument to better use.

2. Money and time is spent in transcribing books using students who are paid at tutorial rates. These efforts are duplicated in every college in the state and area. Why can't we have a regional exchange program? If you get the publisher's permission to tape a textbook for visually or learning disabled students and we need a copy of that tape, why can't we send you a clean tape for duplication? It would cut down on time and expense of transcribing services.

3. Students with emotional problems are eligible to attend our open admissions University. Once enrolled, many new problems occur such as:
   a. The male student who kissed a female teacher in front of the class since he felt her invitation to the class to "call me if you have problems" was an invitation directed at him.
   b. A student who seeks and gets attention by repeating threats to commit suicide because of money and family problems.
   c. A perfectionist who "goes to pieces" when she can't get an A grade after putting in an extraordinary amount of preparation time.
   d. A blind student, not accepting of blindness, who refuses readers, and taped textbooks, but asks for special concessions from professors with "I'm blind and can't read the book or blackboard. What are you going to do about it?"
   e. The alcoholic who "falls off the wagon," but insists on attending classes in an obnoxious, inebriated state.

4. Minor problems exist with faculty members who are either opposed to making special classroom accommodations for handicapped students or who go to the other extreme and permit visually impaired students to take home tests that are normally given in the classroom. Low priority is given to becoming knowledgeable about handicapping conditions.

5. No psychological testing can be done since our small university has no facility for testing, nor funds to purchase outside testing. We find students are often labeled by faculty as having learning disabilities, while Vocational Rehabilitation psychological reports indicate underachievement as the problem. More needs to be done to help the staff and faculty to work effectively with the learning disabled student.

Retention strategies for our handicapped students are the same as for the Special Services student. The "predictable" success rate in college is minimal. However, the comprehensive special support services provided by Federal funds has helped us to maintain a 64 percent retention rate for all Special Services

students, but only a 20 percent retention rate for handicapped students since our program for the handicapped was initiated in February, 1980. Individual help is given as needed. Additional support services are available. Monthly student contact, both formal and informal, is extremely high. The retention rate is not higher for several reasons: many handicapped students have not accepted their handicap and are, therefore, not emotionally prepared to enter college; others have matriculated because of pressures from Vocational Rehabilitation or family members and drop-out at the first opportunity. Alternate plans that involve a shorter and less costly training period have often been made by Vocational Rehabilitation and the Occupational Development Center.

Lack of financial support is the most obvious reason for a large number of drop-outs. Although it is closer for persons living in nearby Ohio counties to drive to IU East rather than to some Ohio schools, Ohio Vocational Rehabilitation does not pay for out-of-state college attendance. Students with additional medical problems "stop-out" or drop-out and cause our retention rate to decline. This is not to say the "stop-outs" will not return; they often do.

If a student cannot make it in college, we assist the student in planning what to do after college. This may mean a referral to Vocational Rehabilitation, the Occupational Development Center or to a mental health clinic. The "drop-out" or "stop-out" student is aware of what's happening with our Special Services Program, since they receive copies of our monthly newsletter "SPECS." They are invited to participate in our special and social activities. Once the problem that inhibited learning has been resolved, the student is welcomed back into the program. What we have in our small commuter college is personal attention before, during, and after college matriculation that is important to the retention of handicapped students.

In my blotter is a message that says, "Betty B. stopped by to say hello and to tell you she was checking on you." This note reminds me of the anxiety ridden, self-centered student who was immobilized because she had a C-minus average in one class. With our help, she made arrangements to "stop-out" and return to the mental health clinic. Betty is back with increased coping powers. Now she can accept her three-point average and she is concerned about others. Her personal appearance has improved as has her mental outlook. Services for handicapped students were there when she needed them.

THE DISABLED STUDENT IN THE COMMUNITY COLLEGE SETTING

Jacqueline G. Zunker, Alamo Community College District
Marie L. Pellegrino, Alamo Community College District

ABSTRACT

This presentation looks at the disabled student in the community college setting. Many factors come into play, such as the basic philosophy of the junior college with its particular nuances, as well as the influence of legislative policies and their impact. Further discussion includes the identification of resources, for the student as well as the institution, at the federal, state, local, and private sectors.

BACKGROUND

It is generally accepted that the mission of the community college is to provide for the educational needs of persons within the district the institution serves. It is less well established as to how the junior college is to relate to the special needs of an important segment of that population--the person with a disability. As Medsker stated in his book, The Junior College, the two-year colleges play a special and strategic role in American higher education. Education which is made available at low cost to students and society; serving as a needed proving ground for many students planning to transfer to senior institutions. According to Stalcup in The Community College Frontiers, the disabled are "attracted by open-admissions policies and moderate tuition rates, they register for programs in academic, vocational or technical areas looking toward initial employment, retraining or promotion." The entrance criteria differs considerably from the senior institutions by virtue of the "open door policy" which enables all high school graduates the opportunity for higher education. If the student does not have a high school diploma or a G.E.D. equivalency, arrangements for entrance on a conditional basis can usually be made through the director of admissions.

Many community colleges were founded in the early 1900's; however, it was later when laws legalized the colleges by requiring establishment of a criteria and insured they were maintained by separate districts. The funding of the community college usually has a local tax base, tuition, as well as some state funding, depending on the number of full time students. Funds also flow from the state vocational rehabilitation agency as well as the state educational agencies in the form of grants usually not available for senior institutions.

Over the years, the direction of the community college has continued to change, these changes are affecting the disabled as well as the able-bodied students. The Texas Observer (June 4, 1982) addressed problems within the junior college systems. There are growing restrictions on "the freedom of the press," "black-listing of faculty," and "union-busters" actively working to stop any organizing efforts of the American Federation of Teachers. Other problems exist through the switching of many full time faculty members to a part-time status. Consequently the concentric circle of problems ripples into the area of serving the disabled student. For example, the lack of cohesiveness within this system is felt in provision of adequate service programs, without which the disabled student may soon fail... Many students require specialized services in order to attain their potential. Adequate programs should include instructional guidance, diagnostic testing (or verification of a diagnosis from a physician, psychiatrist

(Medsker, L. L. The Junior College. McGraw Hill, New York, 1960)
(Stalcup, R.J.,Freeman, M.A. Serving the learning disabled student in the community college. Community College Frontiers. Spring 1980, 8, 36-38)
(The Texas Observer. June 4, 1982. The Texas Observer Publishing Co., 600 West 7th Street, Austin, TX 78701)

or licensed psychologist, etc.) and support services as needed. It seems to be clearly within the realm of the community college to provide for the needs of the disabled students. The provision of needs is further accentuated by:

FEDERAL MANDATES

Section 504 of the Rehabilitation Act of 1973 mandates the elimination of discrimination based on handicapping conditions. This includes non-discrimination regarding admission policies, removal of structural and communicational barriers. No otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under, any program of activity receiving federal financial assistance.

The United States Congress:
Section 504 of the Rehabilitation
Act of 1973. P.L. 93-112.

What constitutes discrimination? The law further states "denying a person the opportunity to participate in a program or benefit from services on the basis of handicap is discriminatory." As a result of the Section 504 federal laws, a myriad of obstacles has developed. Community colleges may be obligated to offer more adequate programs and services for this group of students. A multifaceted program needs to be implemented which will focus on problem-solving in accessibility of communication and on creating barrier free environments. In order to accomplish this, unique needs of the individual must be considered as well as a plan of action to include a clear organizational and structural process. There should be a specific group designated responsible for collecting surveys and securing college support.

First, in setting up a program one must begin with a solid organizational plan. Secondly, insight into this shared process of information can be found through the many sources used for information, such as newsletters, press releases, publications, phone alerts, and shared experiences. Flexibility is needed in the area of requirements for degree programs and in the manner in which students are instructed and evaluated in the program. Consequently, we need to look further at:

RESOURCES

There is an overwhelming obligation to the recognition of the disabled person's rightful place in the student body if the philosophy of the need for the community college is followed to its logical conclusion. It is generally a good idea to establish an identifiable "center" where the disabled student can find information. Thereby each student requesting services of this center could have a personal interview with a counselor to determine appropriate beneficial services so as to maximize the student's growth during his experience at the college.

Examples of services offered include special registration procedures, career planning and testing, personal and academic counseling, interpreters for the deaf, notetakers, mobility assistance, part-time job placement, individual tutoring, adapted furniture and equipment, special parking, elevator access, vocal reading for the visually impaired, adaptation of classroom materials for the learning disabled and visually impaired, confidential disability information disseminated to the nurse and faculty if requested by the student, services for the homebound student and an active program of psychosocialization. Further, the program should be responsible for maintaining liaison with all agencies of the college and with community service agencies, such as local advocacy groups, vocational rehabilitation centers, Department of Human Resources, Commission for the Blind, Goodwill, regional day schools for the deaf, special education centers, women's groups, Lion's Clubs, etc. It could act as an advocate for its clientele whenever possible.

However, the responsibility for obtaining goals and objectives is primarily

that of the student. Optimum growth in skills and abilities occurs when the agency or institution allows the individual responsibility for self with optimum opportunity to overcome the barriers of the handicap.

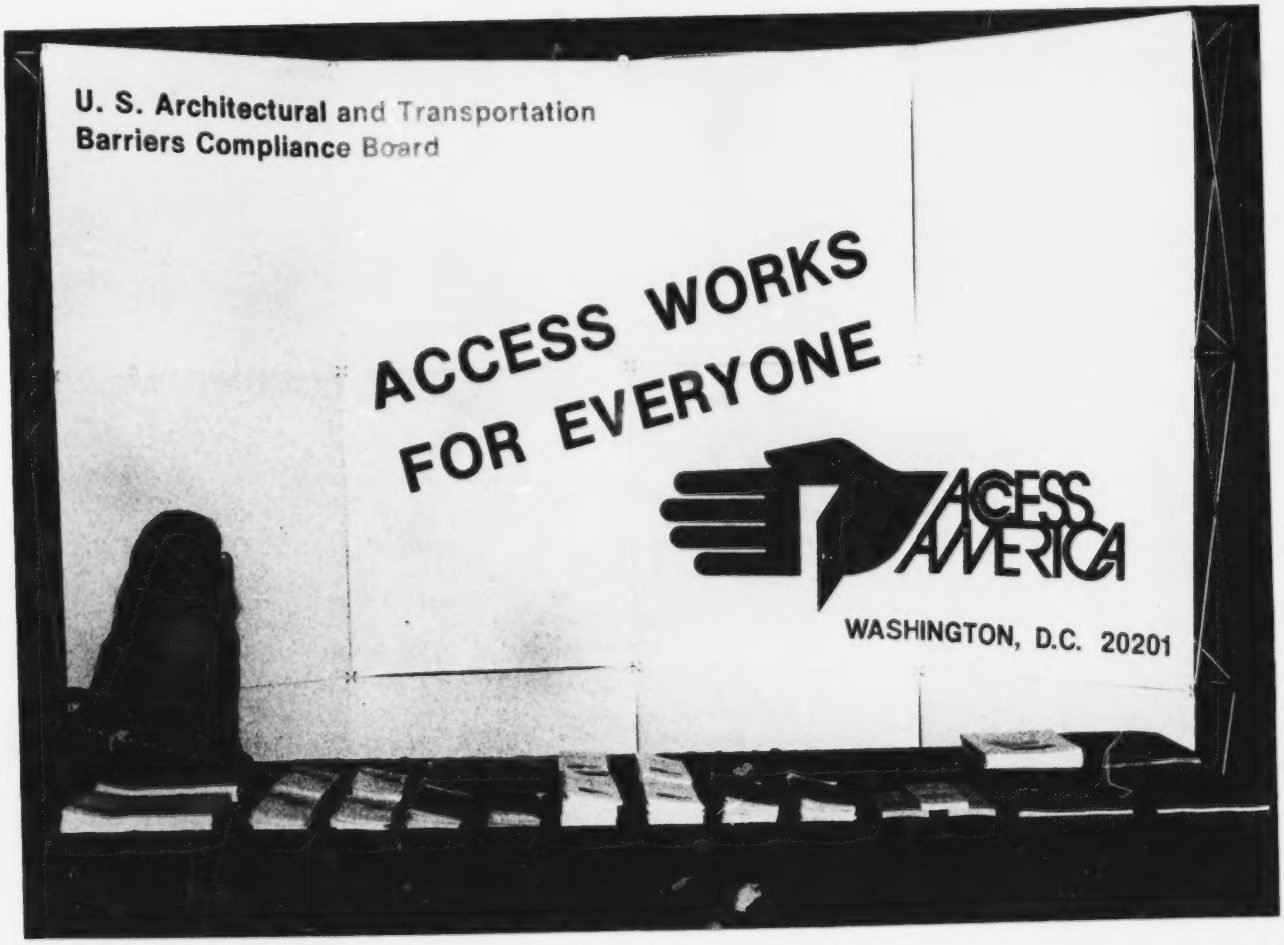
DRAWBACKS AND SOLUTIONS

A major drawback in establishing and maintaining adequate programs and services for this group of students is the lack of awareness by faculty and staff concerning the disability, and, the specific needs of the student. Consequently staff development should be included as an integral part of the programs for the disabled student at the community college level. As cited by Lorna C. Hicks in Empowering Diversity, many persons with physical handicaps report being treated as if they were children, or worse, as if their intelligence were deficient. The experience of being patronized is common to most of the handicapped. Faculty or counselors, faced for the first time with a handicapped student, may have no idea how that person functions. Too often, faculty and administrators hesitate to ask questions about the ability of a student to function in tasks related to the classroom. It is important that the counselor or instructor realize that there are different needs for those disabled from birth as opposed to those recently disabled.

Attitudinal barriers are the most difficult in that they are psychological and the unspoken actions are the most difficult to deal with. The very process of discovering common experiences can help to reduce some of the self blame and self criticism found so frequently in attitudinal problems.

There are many factors which come into play when examining the problems and possible solutions of the disabled student in the community based junior college. The components extend from the impact of legislation in the junior college to the specific elements needed in a support service program. It seems a successful program, serving the disabled student population, would include awareness, networking, advocacy and possibly utmost--a flexible attitude with a constant realization that "every mountain means at least two valleys."--Anonymous

(Hicks, Lorna C. Empowering Diversity. Career Development for the Handicapped Project, P.O. Box 6476, Tallahassee, Florida 32301)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"THE CO-OP CONNECTION" - STUDENT MEETS EMPLOYER

Veronica M. Leona, Northeastern University

ABSTRACT

Increasing numbers of disabled students are applying to and being accepted by colleges and universities into programs preparing them as professionals. Many of these students have not had the opportunity to obtain "first hand" experience in the world of work. Cooperative Education is an appropriate transitional experience to prepare students both technically and socially. As students progress through their programs and are academically prepared for work in various professions, so too must employers be "educated" in understanding and accepting the student with a disability as a valuable employee and an asset to the organization. Co-op and placement professionals play a dual role in educating both students and employers.

Effective communication is the Key!

COOPERATIVE EDUCATION - A "NOT-SO-NEW" IDEA

The purpose of this presentation is to orient you to the concept of Cooperative Education, its benefits to disabled students and employers, problems that may be encountered, and some suggestions for making the "Co-op Connection."

Cooperative Education is a philosophy of education that incorporates the practical application of "classroom" theory into "real life" work settings. The concept was first applied at the University of Cincinnati in 1906, through the work of Herman Schneider, a member of the Engineering Faculty. "Co-op" was incorporated into the educational process at Northeastern University in 1909. Since that time numerous schools have adopted the concept, the majority being implemented in the past ten years. At the present time, the list of Co-op programs in the United States and Canada numbers some 1017 colleges and universities. Fully operational programs number 773 including 356 Junior Colleges and 417 Senior Colleges. (Wilson, J.W.; July, 1981).

There are several types of Co-op programs. Programs should be designed to meet the needs of the institution and the population it serves. The four types currently identified are as follows:

Alternating program

Students alternate periods of full time employment with periods of full time school in equal periods of time. This is the most popular plan and is used primarily in baccalaureate - degree programs. Students experience the flavor of working full-time as employees in an environment related to his/her field. Students in this type of program have the flexibility to accept out-of-state positions and relocate.

Parallel program

Students work part-time on a related assignment while attending school full-time. Positions must be in close proximity to the campus. This type of program is usually administered by community colleges.

Field program

Students can have one such experience in any given year, often on a volunteer basis and generally do not return to the same assignment.

Extended day program

Students work full-time or part-time during the day and attend classes part-time at night.

Another aspect of a Co-op program is whether it is mandatory or voluntary. Only 9% of programs in existence today operate on a mandatory basis. (Porter, B.; 1981).

The Co-op experience that we are going to focus on today is the "Alternating Co-op Program". The program looks something like this - during the Freshman year, students attend school for three consecutive academic quarters (Fall, Winter, and Spring). Students have that first summer free. Upon entering the Sophomore year, students begin rotating periods of work and school

on a quarterly basis. Fall and Winter are three month periods of work or school, Summer and Fall are "back-to-back" periods of work or school for six months. It is a mandatory program in which Co-op participation is a requirement for receiving a degree. Completion of the Program takes five years, and students can gain as much as two full years of paid professional experience. No academic credit is given. Students receive a salary paid by the company and recognition on the transcript upon successful completion of a Co-op period and submission of a satisfactory evaluation from the employer.

The Co-op Department is a centralized one consisting of 36 Faculty Coordinators reporting to the Dean of Cooperative Education. There are Cooperative Education Counselors and Interns who report to the Faculty Coordinators. Some 70 Professional Staff members work with the 9,500 students who participate in the Co-op Program. Disabled students, like other students, report to the Co-op Faculty Coordinator and/or Counselor who is assigned to his/her particular major.

In order to facilitate the placement of a disabled student, the"Co-op Connection" process comes into play. Looking at the model (FIGURE 1) you see a triangle balanced upon its point. The Office of Services to the Handicapped and the Department of Cooperative Education join together at a mutual point indicating a common goal - that of providing the student with a total educational experience of theory and actual work experience to assist in the student's professional and personal growth and development. It also indicates effective communication and mutual support of each process - the Office of Services to the Handicapped serves to meet the day to day needs of students, e.g., classroom accessibility, readers, interpreters etc. which assists a student through the academic and university procedures. The Co-op Department provides the link between Employers and students. These two units must work closely together to facilitate the entire educational process of the student. As you can see, the two areas interface with and support the student. The interaction is among these three people and through effective communication can result a strong, supportive, working process.

HANDICAPPED STUDENT-SERVICES PERSPECTIVE

Introduction

It is appropriate that we address the link between disabled students and the cooperative work experience. Handicapped student services at Northeastern University was quite literally born out of the coop concept. A proposal was sumbitted to the J. M. McDonald and IBM Foundation back in 1974 to establish a pilot program to study the cooperative work experience of a small number of disabled students. The proposal was funded, 6 students arrived and, while the focus quickly changed to one of identifying and accommodating the many on-campus needs of these students, the original commitment to ensuring the opportunity for disabled students to participate in a system that would provide them with work experience, skills, and a crucial ability to compete in the labor force, has never wavered. Today, 8 years and 250 students later, we would like to share some information and ideas about the vital role disabled student services needs to play in facilitating the connection between the disabled student and the work force.

Rationale

Perhaps the 1st question to address is one of need. "Why play a role at all? Non-disabled students don't need a facilitator as they make their way into the coop system, career placement services, or whatever department it is on our campuses that connects students to work world?" Well, it has been our experience that, without input to this process, the coop department and the disabled student at Northeastern University will manage to get along quite efficiently; that is, they will subtly choose not to deal with each other. This has occurred in a variety of ways.

The first and most obvious method can be referred to as "Active Avoidance". This is the student who requests his or her department to waive an otherwise mandatory participation in the coop process. The most common justification presented for wishing to do this is "I'm an older student and want to get through with school as quickly as possible." Other reasons have included "Nobody is going to hire me with my disability until I get my degree", "I don't like the jobs available" and, most concrete of all, "None of the other guys in wheelchairs had to go on coop.."

The departments involved responded to these requests by granting the waivers. They, too, preferred to avoid the issue, and the students presented them with the opportunity to do just that.

A negative belief system resulted in fear that competing for and maintaining a job is beyond the capability of the student, and can be postponed at least until graduation. The stark reality is that, without coop experience, the disabled student is at a distinct disadvantage when he or she finally does compete for employment with their fellow NU graduates.

"Passive Avoidance" is a term that can describe both the counselor who is uncomfortable working with the disabled student and finds many ways to avoid the issue, and the student who lacks the assertiveness skills to obtain a productive share of that counselor's time. On a

practical basis,counselors at Northeastern typically interact with 200 students per quarter and the disabled student must learn early on to compete with other students for that counselor's time.

Occasionally, a well-meaning counselor will sincerely try his or her best to arrange an interview for a student, but may inadvertently sabotage everyone's efforts. For example, one counselor prefaced his opening pitch to companies with "I've got a handicapped student here. Would you like to hire him?" He developed this approach on his own, and sincerely thought it would open doors for his student. It didn't. By the time we were aware of his strategy, the student had sat out 2 coop periods.

A coop counselor afraid to ask questions and a student who doesn't provide information about his or her disability and alternative coping mechanisms has led to inappropriate referrals to jobs, or no referrals at all. One student in particular chose not to inform his advisor about a dyslexic reading impairment, and was referred to an interview for a position which required extensive reading in a short period of time. During the job interview, the student revealed his difficulty to the interviewer and did not present viable alternative coping mechanisns. He didn't get the job. While the student acted well within his rights to disclose or not disclose information about his disability, a more open discussion with his advisor might have yielded better results.

In many ways, the entire process resembles a junior high school dance where one partner nervously approaches the other with a combination of fear and hope, and everyone prays for the night to end. Unfortunately, for the student caught up in a process like this, the evening is just beginning. Certainly, the coop department, the potential employer and the disabled student all have a part to play in these difficulties, and some changes need to be effected in all 3 areas. The following section will focus upon intervention from the student perspective , since it is the one that is within reach of most of us on a daily basis.

Intervention

Before discussing intervention methods, I would like to mention that there are disabled students who flow easily into the system. They initiate meetings with coop counselors, compete for interviews and placements with their peers, and obtain valuable work experience. These are students who communicate their needs, necessitate little job modification, or are majoring in boom fields such as engineering or computer science.

The students we are concerned about are those who don't flow easily into the system, or choose not to flow at all, and what those of us who are service providers can do to help our students become coop, or job-ready.

First, we need to focus upon the importance of employment during a student's college years, and after. At Northeastern, it was quickly discovered that architectural and programmatic accessibility was a necessary priority. Students needed to get into classrooms before getting into jobs. It is common for students,like ourselves, to become caught up with access to and full participation in the academic process, but, at some point, we must begin looking with our stuents beyond the classroom and help them become job-oreinted.

Second, we need to arm our students with the skills they will need to act as their own best resource and advocate as they interact with the coop department, career placement counselors, and future employers. Many counselors and employers are just not sensitized yet. At Northeastern, for example, the coop department has a staff of approximately 100, and they interact with 2500 employers. That's a lot of in-service training! What if we miss someone? What if that someone shows up as the assigned counselor to a disabled student? We are doing our students a disservice if we expect them to wait until the world is sensitized. Disabled students need the information, assertiveness skills, communication ability and confidence to meet the challenges and attitudinal barriers that may exist beyond our immediate reach, but within close proximity of the student.

We can work on interpersonal skills, role-play interviews with counselors and employers, present role models, and perhaps most important of all, help our students identify their strong skills. For example, remember the "Active Avoider" who requests that coop be waived? It takes a lot of assertiveness to make a request like that to a department head in a school as coop oriented as Northeastern! If that assertiveness can be identified and channeled into a search towards employment instead of away from it, that student would stand a good chance of getting a job.

Next, our communication network needs to extend into the coop department. Counselors may need information about their responsibility to the student, technical guidance as they conduct an in-depth analysis of a particular job, and support as they are faced with the attitudinal barriers of employers.

Who gains from Cooperative Education? The benefit is three-fold. If you look in the newspaper and glance at the help wanted ads in the Professional section what do you see? You see "experience necessary"! In especially these times of economic turmoil the possibility of unemployment or underemployment is a real concern. Students can gain up to two years of paid professional experience in a Co-op Program. Students have the opportunity to "try-out" a chosen field of study, think about "career planning" as a life long process based upon experience, develop professionally and personally, and earn income to off-set cost of education. They become "contributors" to the society while being students. As members of the work force, they become taxpayers. There are 200,000 students in Co-op programs who each pay, on an average, of $600 per year in federal income taxes. Based upon that figure the United States Treasury collects $120,000,000 per year in revenues from students participating in Co-op programs. Under Title VIII the Federal government invests $15,000,000 a year in Cooperative Education programs. An 800% return on an investment is a remarkably substantial one! (Wooldridge, R: Oct. 1979). In keeping with the theme of this conference, Cooperative Education"doesn't cost, it pays!"

Employers gain the opportunity to recruit and observe potential candidates for employment without making a formal commitment to him/her. Employers are afforded the opportunity to accomplish day-to-day tasks using students who tend to be more enthusiastic and interested in gaining experience.

The third beneficiary of the Co-op Program is the University, for it has constant interaction with employers. Students upon their return from a work assignment can contribute to classroom discussions about the current technology or procedures being used. Visits by Coop Coordinators can provide insight into the current needs of industry and possible input into curriculum. This invaluable interfacing with the Employer Community provides input into an educational system that is both practical and relevant.

In the past, there have been disincentives that have discouraged disabled students from participating in Co-op programs. These have included SSI and SSDI regulations regarding eligibility. Recipients of social security benefits were awarded a "gainful employment" period of 9 months, during which a client could work full time and still be eligible to stay on the Social Security roles. Students participating in Co-op programs would in fact use up this trail time before graduation and lose their eligibility. The "gainful employment" period has been extended to 24 months as of 1981 so that students have a bit more flexibility and time to secure a position after graduation.

Role of the Co-op Coordinator

The Co-op Coordinator plays a dual role. That of "educating" students, that is, through career counseling, assisting in preparation of themselves and their credentials for competition in the job market. Coordinators must acquire specific information from students regarding abilities, skills, goals, transportation needs, accommodations, etc. In the situation where the student has a disability this information is cruicial. It may be required that a coordinator do an in-depth analysis of a particular job regarding specified duties. Upon relating the information to a disabled student the coordinator and student together can determine if is is a feasible situation. Obtaining a Co-op job is a competitive process. Each coordinator has on-going and newly developed positions to work with each quarter. This list is fluid and changes according to the needs of the employers and whether or not students return to already existing positions. The Co-op Coordinator then refers students out to available positions depending upon, information regarding the interests, major, grades, flexibility of location of a particular student. More than one student is referred out for each position. It is then the student's responsibility to make contact with the company, schedule a time for interview and present him/herself in such a way as to obtain the job. In the situation that includes a disabled student a coordinator and student may decide to communicate to the employer that an applicant is disabled. This prepares the employer and allows him/her to ask the coordinator questions that may dispell some discomfort and provide helpful information to the employer

Employer Education is not an easy task! Due to years of falsified myths regarding the disabled, employers (who are people like everyone else) especially if they are unfamiliar with interacting with disabled persons can bear misconceptions and fears. They are very real and unfortunately can influence the outcome of an interview. Due to the nature of "misconceptions and fear" employers are not always "above board" in communicating about them, and in some cases don't realize they have them. An example to share is that of a fairly young personnel person, who when approached by a Co-op Coordinator about the possibility of employment of a Business Administration student at the company, who happened to be disabled, replied "Oh, that's a possibility - we may have a spot on our production line." The student was preparing for employment in a proffessional area, but the employer's perception of a disabled person was a stereotype of someone who works on a production line, regardless of the fact that the student was in a degree program at

a university. Even in this day and age that type of thinking is still prevalent. In approaching an agency about an Accounting major who happened to be deaf and was interested in a position that was available we were well received by the Personnel Manager and Manager of the Co-op and Handicapped Programs. However, when the line supervisor was consulted, he indicated that because there was some "phone work" involved it would not be cost effective to hire or even interview the student. It was important to the student and Co-op Coordinator that her first assignment be in a positive environment and not one in which she did not feel welcomed.

The Co-op Coordinator must be able to work with Employers who have a wide range of disability awareness from Employers cited in the above examples to Employers who have genuine interest and concern. Many Employers simply have not come into contact with individuals with disabilities before. The Co-op Coordinator can play an important role in this sensitization process. In many cases they themselves have no formal training in working with disabled students and may come to people in the Handicapped Services Office to acquire information to use and share with Employers. In addition, the student must be prepared to act as a resource and develop the assertive skills necessary to take an active role in the work environment. Encourage the Employer to utilize the student as his/her best resource on the job.

We must be sensitive in"picking up" on Employers' hesitations in interviewing or hiring a disabled student and deal with it openly. The University also must be ready to provide support to both student and Employer so that both can benefit and grow from the Co-op process.

SUMMARY

In summary, Cooperative Education is an educational process that utilizes resources in the university and community. It integrates both aspects of education-theory and practice - as equally important factors to provide a realistic and practical education to students. "Education is important, but so is employability" (Marth, D.; Dec. 1981). Students can explore their career interests before entering the after-graduation job market. They can make their career planning decisions using first-hand information through experience. This is especially important for disabled students. The end result of our efforts will be a student who acknowledges the importance and necessity of Cooperative work experience, has learned how to communicate with and sensitize a Co-op Counselor and Employer, is ready to utilize and maximize the expertise available in the Co-op department and work setting and accepts responsiblity for his/her competition to enter and progress in the work force.

If we look at the triangle again in Figure 1, we see that lines A and B extend beyond the space within the figure. This indicates that choosing a career is choosing a way of life and that career planning is a life-long process. Hopefully, Co-op students develop the skills necessary to continue to make informed, well-thought-out career choices throughout their lives.

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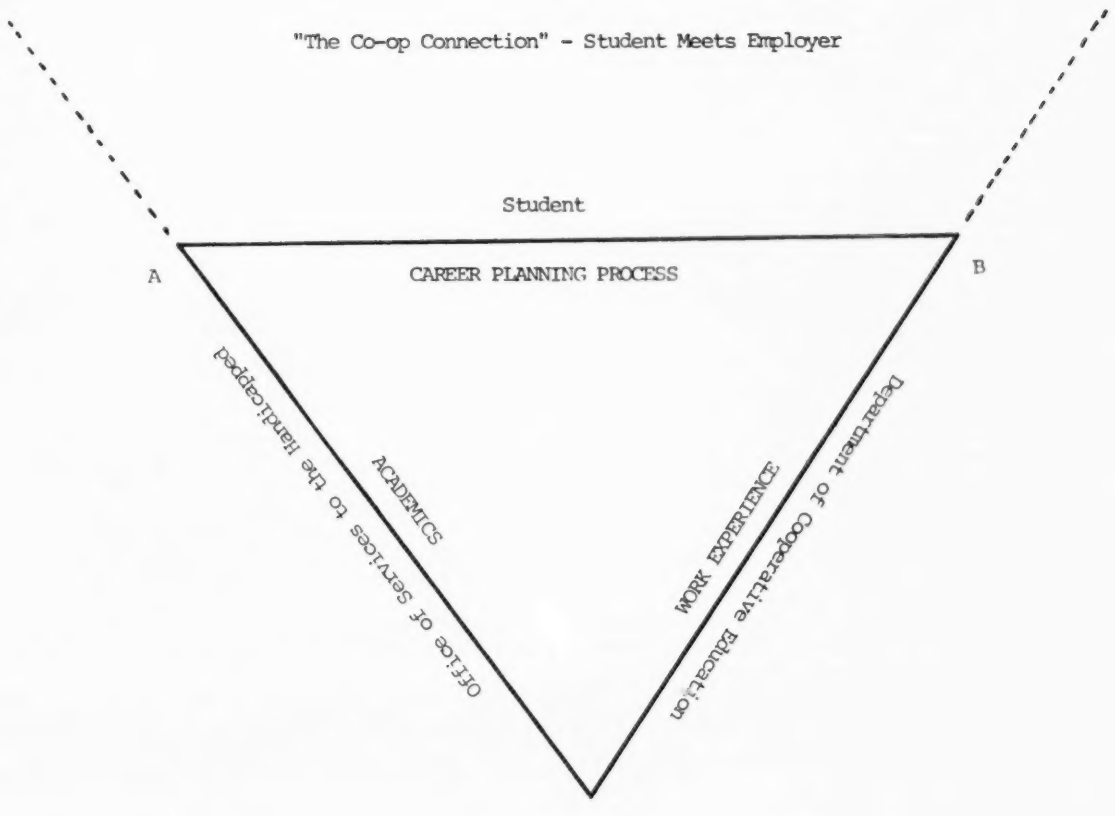
FIGURE 1

"The Co-op Connection" - Student Meets Employer



FACILITATING THE ASSERTIVE JOB SEARCH

Debra A. Sampson, San Jose State University

ABSTRACT

Graduates of our colleges and universities who are disabled have a difficult time obtaining employment commensurate with their education and experience. Despite the fact that specialized student services have increased the accessibility and "successibility" of academic life, the specialized placement services necessary to make a successful transition into gainful employment are, for the most part, still unavailable. Most Placement Center staff members, as well as many Disabled Student Services staff, are unfamiliar with disability-related employment issues, and cannot effectively address the job-seeking concerns of students with disabilities. Disabled students on the vast majority of college campuses do not utilize existing career services, and therefore, do not make their special needs known. The purpose of this paper is to: familiarize the reader with typical questions and concerns of disabled job seekers and address those concerns; discuss the variety of ways specialized needs can be met; and, outline successful outreach techniques.

JOB SEARCH PREPARATION

Students who are preparing to graduate should ideally begin to plan their job-search strategies early in their graduating year. The longer a student waits, the greater the risk that a graduating peer has already landed the job. Competition for entry-level positions is keen, and the "early bird" will probably get the "worm". All college campuses have a certain percentage of early birds, and a certain percentage of procrastinators. But for the most part, disabled students wait until after graduation and, even then, have a heck of a time catching a "good worm". In this section, we will 1) address the concerns/anxieties about job hunting with a disability that often lead to procrastination of the job-search process, and 2) highlight techniques that allow disabled applicants to more effectively present their qualificaitons in employment interviews.

Frequently Asked Questions

The following questions are representative of the kinds of concerns disabled students have regarding job hunting. If you will not be the person conducting career counseling sessions with students, you can play a major role by discussing these issues with staff members who will be responsible for these services.

Q. Does Affirmative Action mean that employers have to hire me because I'm disabled?

A. No. Affirmative Action asks that employers give extra consideration to QUALIFIED applicants who are disabled. Students who believe that employers have to hire them typically perceive there is little they have to do to land the job; they fail to prepare for interviews by researching the organizations and positions, and are not prepared to positively "sell" themselves. When the job offers do not come in, they frequently feel they've been discriminated against. Employers are looking for qualified workers, and job applicants have to be prepared to positively present their qualifications.

Q. How receptive are employers to applicants who have disabilities?

A. The underlying fear in this question is that employers will intentionally and overtly discriminate against disabled applicants. This assumption can be self-defeating and counter-productive to an effective interview, and is usually just not the case. It is more likely that the employer, who has little or no experience interviewing disabled people, simply does not know how to

bring up the concerns related to abilities and limitations in a comfortable and non-discriminating fashion. If these concerns are not addressed, the employer will not feel confident about the applicant's abilities, and the applicant will not get the job. It is imperative that students understand this point, and that they are prepared to take responsibility for informative and successful interviews. Encourage them to enter their interviews with the assumption that employment interviewers are ignorant about disability, and that they will probably not feel comfortable bringing up their concerns. Students should, therefore, anticipate these concerns and be prepared to address them during the interview WHETHER OR NOT the employer raises them. This discussion can be initiated by a statement such as, "I'd like to explain how I modify my work environment", or "You might be wondering how I operate a computer terminal...", and by inviting additional questions regarding ability to perform job functions.

Q. When should I raise these issues?

A. The specific time to address disability-related concerns will depend on the applicant's "gut level" feeling. If the interview is going along smoothly, it may not be necessary until closing remarks, where the applicant can invite additional questions or make a final "sales pitch". If there appears to be some tension in the communication process from the beginning, it may be necessary to address these concerns early into the interview.

Q. Should I state my disability on a resume?

A. A resume is a summary of qualifications and experiences, and serves as a tool to get an interview. Stating a disability on a resume could hinder a student's chances of getting an interview, and most will decide to wait and make a positive presentation in person. Some students will prefer to include a statement about disability, and may get an interview because of an Affirmative Action program. Students should be discouraged from putting statements which leave negative impact on their resumes (eg., "confined" to a wheelchair, blind, chronic progressive disorder). Rather, an ability-related statement will clarify how the job can be done: "Visually impaired. I use a cane for mobility and travel independently. I can read with the use of an opticon." Latin jargon should be avoided.

Q. What can and cannot be asked about my disability?

A. Affirmative Action employers are not allowed to ask about the nature of the disability for several reasons. First, they are not experts in the field of rehabilitation, and probably do not know what all that Latin means anyway. Second, they could use misinformation, or old information, about that disability, to make an unfavorable determination about your qualifications. Third the diagnosis does not clearly imply ability or hindrance to perform a job. One person with M.S. might be able to do a given job, while another could not. Employers do have the right to know about your ability to perform job functions, and so they are allowed to ask "job-related" questions (eg., "A major part of this job is report writing; will that be a problem for you?") These regulations apply to questions asked on application forms as well as in interviews.

Q. How should I respond if these questions still come up?

A. The overwhelming majority of application forms have not been corrected, and still ask about history of physical impairment, illness, hospitalization and worker compensation claims; these are all trying to tap the same illegal information, and applicants have the right to leave them blank. They should not lie; these should just be left blank. Application forms can ask, "Do you have any disabilities which will hinder your ability to function on this job?" If the applicant does not perceive a problem, the answer is "No". If the applicant is sure the disability will be a major handicap in the job, he/she probably shouldn't be applying for the job.

In interviews, the applicant should remember that questions about the disability are probably a function of the employer trying to understand abilities to do the job. Since stating the diagnosis does not answer that underlying concern, the applicant will want to address the concern and not the question. For example, "If you're wondering how I'll be able to ....." If the employer persists with this line of questioning, the applicant can tactfully let the

employer know that this question is not allowed under Affirmative Action, and refer the employer to the company's AA Representative for verification.

Q. I have Multiple Sclerosis, and am confident about my ability to perform this job now. If I am asked whether my disability limits my ability to do the job, should I warn them that it could at some future point in time?

A. No! Noone, able-bodied or disabled, can guarantee an employer that they will be able to do their job at a given point in time. When you are answering this question, you are answering in terms of ability at this time.

Q. What if I am asked to take a medical examination and they find out I have M.S.? Can they fire me?

A. The burden is on the employer to prove that an applicant cannot perform the job. If a job offer is recinded without reasonable cause, the student may have grounds for discrimination. Legal questions can be directed to the company's Affirmative Action Representative.

Q. My disability makes it very obvious that I cannot shake with my right hand when I meet people. On the few job interviews I've been on, my interviewers did not offer to shake hands with me. I can shake hands with my left hand, but I'm not sure I should make the first move. Is there something I can do in the first few minutes to ease the awkwardness?

A. This is one of many places students can take a really assertive role. They can set the tone in the interview by making the interviewer feel comfortable right away. Students with this type of problem should not wait to see what the interviewer will do; they can extend their hands right away and will be perceived as professional and comfortable with their own disabilities.

FACILITATING THE PROCESS

The majority of college campuses provide some form of placement service for the general student body. Ideally, placement services for disabled students should be an integral part of these existing services, which may be offered by Career Planning and Placement, the Counseling Center, or a similar department. Mainstreaming the service is optimal because of the readily available resources and exposure to visiting employers. Some Placement Centers employ a career counselor who is primarily responsible for serving students with disabilities; this person usually has a rehabilitation background, and serves as an information resource for Placement Center staff. Some campuses provide specialized career services through the Disabled Services Program (DSP); mainstreaming can be semi-achieved if the DSP office is in close proximity to the Placement Center, if students are referred to utilize the Center's resources, and if staff from both offices have an effective liaison relationship.

If you will be mainstreaming students through existing career services, the following suggestions may be helpful to insure that placement staff are receptive and able to meet the needs of disabled students.

* Schedule a meeting with the Director of Career Planning and Placement (or the appropriate office providing career services). Familiarize yourself with the scope of services and resources...students are more likely to follow up on a referral to a specific resource and/or person that a general referral (eg., "go see what they have to offer"). Determine the current level of disabled student usage of these services (usually literally zero) and express the need to insure that disabled students are effectively served.

* Request some time to train the staff in disability-related issues. This time can be used to familiarize counselors with Affirmative Action and frequent concerns (discussed above), and to address their questions and concerns about working with disabled students. You will want to review interpersonal interaction issues (eg., talking with someone who is hearing impaired or who has a speech impediment). Let them know they are not expected to be experts on disability and reinforce your willingness to serve as a resource.

* Look over the facilities to see if they are fully accessible to disabled

students with mobility impairments. You might wish to make suggestions regarding increasing accessibility (rearranging furniture, widening the doorways, etc.). If your campus has an On-Campus Interview Program, assess the accessibility of interview rooms. If they are all on the second floor of an inaccessible building, at least one room downstairs should be available for interviews with disabled students. When a mobility impaired student registers for the interview program, Placement Center staff can invite him/her to "test run" the room(s). Because of differing chair sizes and students' mobility, a room that's accessible for one student may not be for another. A form can be attached to the student's file that reminds the scheduling staff that room X is okay for Joe Doe, but room Y is not. In this fashion, accessibility problems are alleviated prior to interaction with the employer, and the interviews do not start off on awkward "footing".

RECRUITING THE STUDENTS

If disabled students do not come forth for career services, they are not likely to find out what's available. If they don't know what's available, they're not likely to come forth for the services. A little creative outreach will be necessary to break into this vicious cycle.

"Mailers" can be an extremely effective way to inform students of services without their having to come forth. Placement Center brochures, information sheets and/or program calendars can be mass mailed for an initial introduction to services, and included in "new student" orientation packets on a regular basis.

Another excellent vehicle is the Disabled Services newsletter. Since students already receive, and hopefully read, this publication, it's an optimal place to include articles related to employment, legislation, career trends, placement issues, etc. A question and answer column is an effective way to let students know that someone understands and can address employment related concerns. A career-related section could be written with the assistance of a Career Planning and Placement staff person, and should be included on a regular basis to achieve maximum exposure.

Initially, a personal touch to correspondence helps to increase student usage. Rather than mass producing letters that say "Dear Student", I have found it more effective to individually type in each student's name. Similarly, when I have made a contact by phone or in person, I may comment at the bottom of a flier "It was nice talking with you, hope to see you soon".

Another approach is to hold an Open House for Disabled Students at the Placement Center, and have a staff member describe the services and resources. A large number of students typically will not show up at this kind of function, but I learned that student usage will increase through word-of-mouth of an initially small, but active, group of students.

Think of including Career Planning and Placement in all related programs including "new student orientations", "brown bag" lunches, "Disability Awareenss Week" activities, etc. Include, when possible, fliers about career related coming attractions on bulletin boards in high traffic areas.

Since a large percentage of disabled students will be Vocational Rehabilitation clients, a large number of referrals will come from VR counselors if they, also, understand what is available on campus. VR clients typically wait until after graduation to seek placement assistance from Voc Rehab; VR counselors can be of major help in encouraging students to take advantage of campus services. A staff person from the Placement Center could request some time during a VR staff meeting to review services, answer counselor's questions, and recruit their referrals. You may also wish to invite VR counselor's to campus for an "Open House".

While the suggestions outlined in this paper only begin to address the issues related to successful placement of students with disabilities, it is hoped that they will be helpful in the development of a much needed service. An issue not touched upon here is the area of career counseling for students with disabilities and deciding upon a major; this area should not be overlooked as early preparation increases a student's "marketability" upon graduation. For further information on career counseling for disabled students, the reader is referred to

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PROFESSIONAL JOBS IN BUSINESS AND INDUSTRY: HOW DO YOU GET THEM?

Martha R. Redden, American Association for the Advancement of Science

The panel will discuss securing jobs in business and industry. Dr. Phyllis Stearner, the first panelist, is a biologist who worked 35 years at the Argonne National Laboratory in Chicago. The next speaker, Martha Burks, is a senior student in computer science at Wright State University. Next is Paul Ashton who is with the 3M Corporation in charge of rehabilitation services within the company.

Three years ago AAAS began working in a focused way to increase the number of disabled people who got jobs in business and industry. We know from the data we've collected from disabled scientists that most disabled scientists are working in university settings or some sort of employment outside of the realm of business and industry. This type of employment may be the choice of these disabled scientists but we wanted to be sure that they were having choices of getting into industry because that's where the higher paying jobs usually are. We decided to identify 12 large companies that had a good record of hiring disabled persons and work with them in trying to figure out some of the problems and then spread out to other companies. We found to our dismay that even in the best of situations companies were not hiring very many disabled professionals at the entry level. 3M Corporation, IBM, Bell Labs, and Du Pont are companies cooperating with the AAAS project. Each of these companies has a good record of rehabilitating and keeping on the persons who are disabled on the job, but even these companies are having difficulty in hiring disabled people at the professional level--those with bachelors, masters, or doctorate degrees. We were quite concerned about that.

We found out several things from the companies that are cooperating with us. If the company has a good record, they are quite anxious to work with us to try to do better with the person coming on, the new person in their company. They've been very open with us and have been very helpful, but we have not made great strides. The recession has caused a general slowdown in all hiring. However, we have found out about the problems which inhibit hiring. We've found out that very few disabled people show up in the recruitment pool when companies recruit on campuses. Mobil Oil Company told us they had never seen a disabled person show up when they went to the various campuses on which they recruit. They interview hundreds of students and graduates each year. Many campuses where they recruit have a large enrollment of disabled students.

During our visit to Bell Laboratories, we met with the vice president for personnel and other personnel administrators. They said, "Look, let's quit sitting here at Bell Labs trying to figure out the recruitment dilemma. Let's go out to the campuses and ask the students what's going on." Hence, we had a meeting in Boston where there are several schools which train scientists and engineers. We met with 35 disabled students who are studying science or engineering. We also met with about the same number of directors of handicapped students' services programs. Several problems were identified by these groups. Disabled students often don't go through the regular placement services as other students do. Thus, they are left out when companies choose candidates from campus contacts. Sometimes the placement services on the campus are inaccessible and make no effort to have an interpreter or materials in a form that blind people can use. There are problems of attitude. Disabled students may think they just can't get jobs in the big corporations, so just don't even try.

AAAS will be making an effort over the next year to organize groups of disabled students majoring in or working on graduate degrees in science and engineering. We will set up meetings in areas where large numbers of students of science are in training. We also are interested in campus groups that might not be included in one of the larger meetings, but who want to organize a group of disabled students in science. We will add such groups to the mailing list to receive news from companies and other campuses. We will also suggest disabled scientists, such as Dr. Stearner, who live nearby to consult. We're anxious to include all interested disabled students in the Resource Group of Disabled Scientists. A new Directory of Disabled Scientists, planned for publication in 1983, will have a student section.

ELEMENTS OF SUCCESS IN A PROFESSIONAL JOB SEARCH

Phyllis Stearner, Foundation for Science and the Handicapped

To paraphrase Studs Terkel: Work is violence! To the body and to the spirit. It involves ulcers as well as accidents, shouting matches as well as fist fights, nervous breakdowns as well as kicking the dog around. It is--especially--daily humiliations. So wrote Studs Terkel in the introduction to his book Working.

But, he continued, work is also a search for daily meaning as well as daily bread, for recognition as well as cash, a search for astonishment as well as torpor, for a sort of life rather than a Monday through Friday sort of dying. Immortality is part of the search--to be remembered. Meaning is a part also, provided by meaning to the work above and beyond the reward of the paycheck.

Then there is Kahlil Gibran's expression of the meaning of work, "But I say to you that when you work you fulfill a part of earth's fullest dreams, assigned to you when that dream was born," (from The Prophet).

I believe most people have experienced these feelings about work at one time or another and welcome the opportunity to have part in something useful and worthwhile. Most persons with a physical impairment also aspire to some useful, meaningful work. But opportunities to work are so frequently denied to disabled persons because of false barriers--attitudinal barriers, prejudices, as well as architectural ones--erected by an uninformed, sometimes insensitive society.

To counteract these barriers, affirmative action plans were expanded during the 1970s to include the disabled--as part of the Rehabilitation Act of 1973 and its later amendments. The disabled were not to be considered under the Civil Rights Act with its requirements for goals and timetables, but hiring decisions would still take into consideration affirmative action practices when selections were to be made between equally qualified applicants for a position. But, although we now have well-formulated affirmative action plans on file, subjective decisions are still involved in deciding who is most qualified of the applicants for a position and even in deciding what qualifications, what capabilities, what past experiences are most relevant--and most important--for performance of the position being filled. Frequently a number of these decisions are made by the first-line supervisor who does the interview and who has a large part in the final decision of who gets hired.

What the Rehabilitation Act of 1973 and its amendments did, under Section 503 and Section 504, was to provide more positive architectural and attitudinal environments for hiring disabled job applicants. Employers were "encouraged," as it were, to take a second look at the handicapped applicant before responding "No interest." They were even required to give some specific reasons as to why the person was not considered the most suitable for the job. While there is evidence that the decision sometimes was favorable and the disabled applicant was hired, statistics show that the number of handicapped persons in the work force continues to be a small fraction of the number in the population. It's true that there have been advances in certain companies, in certain areas, but a great deal remains to be done.

Many trained, competent, qualified disabled people continue to be unemployed or underemployed. And this is true not just in the present economic situation, although it is clear that, given the present state of the economy, to hire the handicapped may seem to an employer to be inviting disaster. So the question remains: "What can we do to turn these statistics around and significantly increase the number of disabled persons in the work force?" By "We," in this discussion, I am including all persons, although it is the disabled persons themselves who, in their own best interests, must assume the principal responsibility for making an aggressive job search, for seeing that they are first of all job-ready.

Since we are discussing professional placement, it is especially essential that the disabled applicant be job-ready. First, the disabled applicant should be more job-ready than the able-bodied applicant. This is the reality of the situation. While this is not actually required by Section 503, it usually turns out that the handicapped applicant who is successful also has the best qualifications. Second, the handicapped applicant must convince the prospective employer that what he or she can do will be of value to the firm, that it will be in the best interests of the company to hire this disabled individual. But of course this requirement is no different than for any prospective employee. Third, the handicapped applicant must know his or her rights and let the prospective

employer know this. For the job applicant, a certain amount of assertiveness is necessary. But on the other hand, we know from experience that to help assure a successful outcome to the interview, the disabled applicant will be required to provide an extra amount of evidence of competence in order to overcome the employer's reluctance to "take a chance." The job applicant should show an amount of openness, anticipate questions that the interviewer may have, give examples of what the applicant can do, how he or she does certain tasks in the job. Fourth, it is in providing an extra amount of evidence that the individual is most suited for the job that the personal contact can be so vitally important. Someone, especially on the inside in the firm, who knows what the disabled applicant can do, can make the critical difference in convincing the supervisor actually responsible for the hiring decision that the applicant really can do the job.

I can cite one or two examples, although examples are endless. A young friend of mine, Linda, who is in her late twenties, is employed in the employee relations department at Continental Bank in Chicago. She is a post-polio and has a relatively minor inconvenience from her disability. She walks fairly well and has a spinal curvature and some residual respiratory loss from her polio. She has a bachelor's degree in political science and her experience in being hired by Continental Bank includes an interview with the personnel representative who seemed to be unusually sensitive and gave Linda a good feeling. It turns out that this lady was recovering from cancer and was herself experiencing some difficulties in maintaining her position. And so she felt a special sensitivity in trying to accomplish a successful outcome to Linda's job application. However, in addition to this, the placement counselor at Linda's college was a personal friend of someone in the personnel department at Continental Bank. Linda was well-known in her school because she had participated in many extra-curricular activities and was the first student representative on the board of trustees. Also, the president of her college was a sister of the placement counselor at the college. And so Linda has been successfully employed at Continental Bank for a number of years now.

Then there is the case of Bob Larson, who is an analytical chemist at Argonne National Laboratories and who was hired about 30 years ago after receiving his Ph.D. and teaching for a few years. He was aware that there was some reluctance on the part of Argonne to hire him for a job in a chemistry lab. Bob is a post-polio and walks with two braces, a crutch and a cane, and there was some question about how he would be able to handle the work in a chemistry lab using radioactive materials as well as other kinds of dangerous chemical substances. The problem was favorably resolved in this case when the man who was Bob's Ph.D. advisor turned out to be a friend of some critical person at Argonne. They made a call to this man who vouched for Bob's abilities and said that he could do anything that anyone else could do. That was the crucial event that was necessary in this instance.

In my own case, I had a Ph.D. in zoology from the University of Chicago and when I applied for a job at what later became the Argonne National Laboratory, there were some serious questions. At that time I walked without any assistive devices, but not very well, and there was considerable concern about whether I could deal with the physical facilities that were available at that time, since the lab was housed in temporary quarters and was considerably less than accessible. Argonne was located on the campus of the University of Chicago and employed a number of people who were also on the staff at the university. So there were people working at Argonne who already knew me. There was then ample opportunity for discussion of what I could do, how I was getting along, and so forth. And that's what made the difference in a favorable hiring decision. There's no question that some personal contact--networking--is a most important factor.

Statistics continue to show that qualified handicapped employees perform equally well or better than their able-bodied peers. Such were the findings in the 1981 report by DuPont, supporting conclusions published in 1973. Qualified handicapped employees were shown to be motivated, efficient, productive. Safety records of disabled employees are equal to, or better than, their nondisabled counterparts. The same is true for attendance records. All in all, it would seem to be in the best interests of employers to hire the disabled. Yet persons who were disabled at the time of employment in the case of the DuPont statistics make up only .64% of the work force. Now in the way in which DuPont handles their statistics, this value is not immediately apparent. It's a very good example of what one can do with statistics. They quote 2,745 disabled employees in their 1981 statistics, compared to 1,452 in 1973, yet there is only a 13% increase in their work force. However, out of those included in the 1981 figure, 1,794 are included who are in categories that were not covered in 1973.

Furthermore, of these total numbers, in 1973, only 459--that's less than a third--were handicapped at the time they were hired, and in 1981, the comparable figure is 731. The total number employed by DuPont is over 114,000. I think the best you can say for DuPont statistics--their record--is that there was a 50% increase in the number of disabled people hired in 1981 as compared to the 1973 statistics. Yet DuPont is proud of its record, and is certainly no less responsive than the average corporation. What corporations--employers in general--fail to realize is that a qualified handicapped employee possesses unique problem-solving skills, and that novel approaches and answers to complex problems are more likely to come from groups with diverse backgrounds and experiences--e.g., the disabled--than from a group in which conformity is dominant. There is a need for creative and talented individuals at every level of every organization, and somehow the disabled population must assume responsibility for convincing society in general, and employers in particular, that they are equal to the task.

Some of us feel that one way to create an opportunity for a handicapped person within a major corporation is through student programs. There is good evidence that such programs can be very successful. Work-study or co-op programs, for example, can serve to bring disabled students and supervisors together in a temporary arrangement that provides opportunities for sensitizing the supervisor at the same time that the student is learning. There is somewhat less resistance to this arrangement, which is temporary, than to the actual permanent hiring of the disabled person. Such short-term relationships can acquaint a supervisor with what a person can do, despite a disability, and may have far reaching positive results in the general effort to break down the barriers. Requirements for success in a student program, however, include assignment of sensitive staff members to be responsible for the planning and implementing of the program. Another important consideration is the identification of suitably sensitive supervisors and matching them up with the appropriate students.

I would like to close on a somewhat challenging note, expressing what to me it's all about. "Changes in the physical state of the human body are sometimes difficult for the casual observer of the phenomenon to accept. Many such observers look upon these transformations as tragedies. For those who are disabled, the capacity to struggle and to adapt provides the means to make life whole and coherent, even if inconvenient and sometimes painful." These thoughts were expressed by Dr. John Gavin, who is a microbiologist and administrator for one of the major drug companies, and an extraordinary scientist who is totally deaf. Somehow, we must bring employers to the realization that the diversity provided by including qualified disabled persons in the work force can indeed serve to strengthen the organization, while at the same time contributing to the good of the larger society.

PROFESSIONAL JOBS IN BUSINESS AND INDUSTRY: A STUDENT'S VIEWPOINT

Martha A. Burks, Wright State University

To get a professional job in business and industry one has to be determined, resourceful, prepared, skillful and flexible. Although I have not yet received my bachelor of science degree in computer science, I have learned that these qualities are essential for success.

My first working experience in computer science was at Argonne National Laboratory. I was in a special program that was designed to let disabled students take part in research. The summer-long job built up my self-confidence. It was proof to me, as well as to others, that I could perform on the job in an everyday work environment. I learned more in that one summer than in any one quarter of college classes. To my surprise, I found I could function in a working atmosphere better than a class-work atmosphere. Also, I learned some practical skills which will always stay with me.

Wile my working experience is due only to my summer at Argonne, I also have experience as a student at Wright State University. When I started college my ultimate goal was employment, not just a degree, so I took every chance I could to learn about getting a job and living as independently as I could. At school I learned I could do much more physically than I though I could. Mentally, I was struggling along with the rest of the students, and I took part in every Handicapped Students' Services workshop because I figured it would help me. They offered job, social and independent-living workshops. Of the job-related workshops, I attended career-planning and dictation sessions. In the career-planning workshop, I learned how best to handle interviews and how to be open and positive about my handicap. In the dictation workshop, I found another way to cope with my inability to write. I can now put on my resume, in the "Methods of Adaptation" segment, that I am able to "write" information three ways: by dictation, typewriter and printout calculator. Learning my limitations was helpful, and now I know when to seek and hire help from the student body.

Then I tried to take part in Wright State's co-op program. The co-op is different from the Handicapped Students' Services program. They don't work together. The issues of accessibility and transportation became nagging obstacles to my search for a co-op job. The coordinator of computer science co-op jobs is an efficient lady, but I became skeptical of her knowledge of government regulations on accessibility and my rights. The last straw came with the statement that Wright Patterson Air Force Base was inaccessible. I had been there two years earlier and I knew of another disabled person in an electric wheelchair who had worked there as a co-op student. I arranged a meeting between my career counselor in Handicapped Students' Services, the co-op coordinator and myself. The issues of rights and accessibility were clarified, as well as my feeling that only I could make the final decision on accessibility.

Although I have not found a co-op job yet, I have had valuable experience in the program with interviews and in writing resumes. I went to many interviews and got a lot of practice telling people about my handicap. I learned to be at ease with it and I learned to put them at ease with it. The most recent interview was with Dayton Power and Light Company, where the interviewer was impressed with my independence in getting there on the bus by myself and in maneuvering my wheelchair. After the interview I felt sure I had the job, but later I received a letter explaining that the funds expected for hiring a co-op worker had not come through and no co-op worker would be hired for the next few quarters. Since then I have been trying to find a summer co-op job on my own, and it seems that the main block to employment now is the economic situation.

Past events and experiences have taught me that determination and resourcefulness are essential for any job--especially for the handicapped. Whenever I start a new project I expect hard work and a great deal of resistance. You have to know yourself. I knew from the day I graduated from high school that I wanted to go to college, but I didn't see how I was going to do it. Most of my friends thought it was impossible. It took me fifteen years to get there, but I was persistent and stubborn. Self-discipline is also a pretty good thing to have.

When I went to college I didn't know how much work it was going to be. I think I quit living; I'm going to try to start living again after I graduate. I just eat, sleep and work. This summer is the first break I've had since 1977. Also, you can't be afraid to take risks. I learned after three quarters of gruelling hard work that I was the first one to take this one series of physics. I didn't do too well, but didn't do all that badly either, considering my

educational background. I think I was the first severely disabled person to go through that course, and now they have the labs semi-accessible. I don't know if it was me or if they didn't think anybody could do it before, so I think I should take a little credit for that. I was also the first one to live away from campus. Now I am nearing the end of that part of my step into the work world. My resourcefulness has improved during this phase. I have learned that there are many ways of doing a task with modifications. This has to be impressed upon the employer too.

Other issues to be aware of are: 1) How prepared one is for the interview; 2) What skills to emphasize; and 3) How flexible one can be in adapting. Being prepared is simply doing homework on the company you will be interviewing with: what the company does, what the job you are interviewing for is likely to be, and whether the job is fulfilling and challenging. Emphasizing strong skills is an important consideration. Skills to be emphasized may change from interview to interview. Also, like most people, employers may be nervous about the handicap. I have been taught to admit that I am nervous about the interview, bring up the subject of my handicap, and ask the interviewer if there is anything he or she would like to know about it. This is an effective "ice-breaker," and this reassuring skill may be the most important skill to have aside from job-related skills. When I finally do get a job, I expect a certain amount of flexibility will be demanded of me because accessibility is the exception instead of the rule. In any job I get, my resourcefulness and innovativeness will have to be ato their best for me to function at my best. For example, I have modified my wheelchair to let me function at my best through a typical day of classes at Wright State University. No doubt I will have to modify further and refine the ideas as I get into a job situation. I am not going to expect ideal conditions, but it will be an additional job to educate whoever my employer may be by showing him or her what can be done with flexibility, innovativeness and resourcefulness. I will not claim that what I have said is true in all cases, but it is in mine at this moment.

When you go in for an interview, you can't expect everything to be perfect. In my case, I can't expect the hallways to be wide enough for two chairs to pass. I only expect a chance to prove myself. I don't care where I start. I just want to start somewhere. I want to go up too. I had to be persistent and the only way to overcome barriers--physical and attitudinal--is to be persistent. Employers are afraid of handicapped people, so you have to reassure them. Also if they're used to doing certain things one way, just ask why can't it be done another way, explain how you could do it, and if it seems reasonable, maybe they'll listen. I've always believed in myself and never let anybody tear me down to where I didn't believe in myself. I want to live a fulfilling life. I don't want a halfway life. I want to live a full life. That means everything.

WHAT DOES IT TAKE TO LAND A JOB IN INDUSTRY

Paul C. Ashton, 3M Center

ABSTRACT

Recruitment and source development of disabled employees in industry is an important current issue for employers. Equally as important is the issue of seeking and landing a job on the part of a disabled applicant. The object of this paper is to explore and present a few guidelines. This emanates from an individual with a rehabilitation background, hired by a concerned major U.S. industry. The hope is to bridge the gap and to fulfill the needs of the disabled applicant in search of landing a job in industry.

GETTING ACQUAINTED WITH THE INDUSTRY

This presentation, is entitled, "What Does It Take To Land A Job In Industry"... I think you've seen and heard two very, very good examples in the previous presentations of what it would take to do just that. It requires the persistence, the preparation, the determination, the humor and all the rest as Phyllis and Martha have already shown us today. The next important element would be the availability of a job. You have now seen two people with the necessary determination and "know how", to land jobs.

I'm a certified rehabilitation counselor and a licensed psychologist. In the state of Minnesota, we have an additional title that one must have in order to function with Workers' Compensation cases, a "QRC" or, Qualified Rehabilitation Consultant. QRC's have the background, experience, and academic preparation for working specifically with employees who have been injured on the job. In the state of Minnesota currently, with mandatory rehabilitation, a lot of the emphasis is on Workers' Compensation and returning the injured worker to work.

It was about ten years ago that 3M became very seriously concerned about rehabilitation responsibilities, both to the injured workers and to employees who became ill or injured. 3M became concerned about how to meet the needs of our community and how we should handle the needs of all of our employees who happen to be our most important asset. 3M was founded in 1902 in Two Harbors, Minnesota. In a little brochure that I gave you entitled, Getting to Know Us, there are some facts which you may find interesting. "It all began in 1902 in the Lake Superior shoreline community of Two Harbors, when five business and professional men incorporated a firm grandly known as Minnesota Mining & Manufacturing. They had control of nearby deposits believed to be corundum, an abrasive used by grinding wheel manufacturers, but the deposits proved to be of little value. Nothing daunted, the founders moved their enterprise to Duluth to begin the production of sandpaper. Years of struggle and near bankruptcy followed because 3M's fledgling operations had not mastered methods of quality production and because competitors controlled supplies of the best abrasive minerals. However, new investors were found, one of them a St. Paul businessman, Lucius Ordway, had invested more than $200,000. He moved the company to St. Paul in 1910 so he could keep a closer eye on it." And the story goes on, bringing you to the point where today we have worldwide, more than 90,000 employees, 50,000 of whom are in the United States. There are 129,000 stockholders. The facilities outside the United States are in 54 principal locations in 31 countries. I'm taking the time to tell you this because one of the ways to land a job in a company or in an industry, when you approach the industry, is to know something about the company. Many times people come to us and indicate that they should be hired, after all, "I do have a Bachelor's Degree (in music) and you have 50,000 jobs".... Where is the problem at this point? Right company, right applicant, however, wrong preparation. If you have a technical background, explore vocations requiring the same. If you have a background in the humanities,approach businesses and agencies seeking the same.

Quite often I have interviewed people who have come to my office with no idea whatever of what 3M is all about. Often, not only did the applicant not know, the agency which sent the person had no idea. Many agencies or placement consultants will call and ask, "Do you have a job for my client?" The conversation continues, "Well, what can your client do?"....Well, I don't know, my client's disabled, doesn't 3M hire disabled people?"....And that's the way we start! It is important for the caller to learn something about the company! Then call. The small brochure which has been given to you as a hand-out also includes information about what is required to get into specific departments such as the Finance and Engineering Departments at 3M. Information is also available regarding careers in Research and Development. Keep in mind, many large industrial corporations have the "promote from within" policy. This makes it somewhat difficult for applicants to begin a career at an advanced level. It is necessary to "work your way up" through the ranks as you gain knowledge of the company through years of service.

Research and development, I want to emphasize, is an excellent area to explore. Much of the work may be sedentary, and needed expertise varies greatly. It's an area where you can explore ways of becoming more knowledgeable about technical and industrial needs of the future. If a person were to have a degree, for example, in the field of medicine and were to become disabled to the point where they could no longer operate or perform surgery, etc., they might be able to pursue a career in Research, make presentations, teach, tutor, etc., utilizing their knowledge, background and experience.

CHOOSING A CAREER

Next, let's take a look at some of the steps toward getting hired. Consider choosing a field. In choosing a field, explore the job market and the occupational outlook for the particular field or fields that you have chosen. Choose the field, select the alternatives. Take a look at the future of what is predicted to happen. For example, let's take a look at some of the problems we're now experiencing in hiring people who were once called keypunch operators. Keypunch operators are now called data entry operators, requiring considerably different skills, knowledge and capabilities for growth in the area. A higher level applicant must be selected for data entry than for the previous key punch operator. Next, determine the feasibility of attempting to get into the chosen field. Depending on the job requirements, openings, and availability, preliminary decisions can be made to further determine whether or not you personally should continue to pursue that field. Perhaps you live in a remote location where your selected field presents no opportunities. Maybe you're living in an area where the field is saturated and you discover that locally it is forecasted that by the time of your graduation, there may not be available openings for another one or two years. Your skills may need to be upgraded periodically. Researching the occupational outlook is vital. Keep abreast of special training, and seek work experience simultaneously when possible. We are aware of the dilemma you face when a job interviewer informs you at the point of submitting an application that you first need an education, then, you must have the work experience before applying; how do you arrive at application time, with both the work experience and education? Anticipate such requirements. Prepare when possible by volunteer work and on-the-job training.

Stop and think about who you are going to meet when approaching an industry. Probably the receptionists first. Who are the receptionists when you knock at the door and say you want to put in an application? Next, the interviewer. Who is the interviewer? Then, the supervisor. Where do they come from in relation to the disabled? Have they been initiated, educated, exposed to, experienced in the field of rehabilitation? Unlikely. Have the interviewers, the supervisors, potential employers that are going to talk to you, read any statistics? Unlikely. Try several possible work sites at an industry such as production, technical and administration. Try different companies and agencies. Try various industries. Try various institutions and different departments within the institutions. Anticipate an answer to the question, are the people you will approach at the industry prepared to receive you and if they are not, be prepared to offer the appropriate information. Many of them do not have rehabilitation backgrounds. Don't become irritated and offensive. Try to explain and be

politely informative. Quote and cite brief statistics in support of your case.

An issue which very little mention has been made during the past day and a half of our conference, has to do with considering self-employment. Self-employment and utilizing industry as a client has untold potential.

APPROACHING THE INDUSTRY

Do disabled applicants who approach an industry for work need to go through, or go to, a rehabilitation person? It is necessary for a disabled applicant to be accompanied by an advocate? My experiences present a dual yes and no answer. If I had taken the question a little bit further.... Should the applicant ask for a specific person if there is a rehab person on the staff at the industry where you go? Some may say, no. Yet, I see in the audience some heads shaking, yes. But these are questions of which I'm not sure what the correct answers are. I think it depends upon you and how much confidence you have in yourself, and how well you or your representative or agency is known at the particular industry you approach. The amount of confidence you have in the industry you are approaching is a significant factor. But I do know, and if I were to follow these questions with the next question, to ask you, "How many people were hired by the major industries in your community?", you would say, "Not nearly enough." If I were in turn to ask you, "How many of them have specific rehabilitation people? Did you contact them? Do you have full confidence in them? Have you convinced the rehabilitation person at a prospective company that you are a competent and qualified worker and pointed out to them such statistics as have been earlier cited today?" The 1981 DuPont Survey of Employment of the Handicapped, and their experiences, is an excellent resource to have at your fingertips and prototype for employers to follow. How you fortify yourself, whether via a personal advocate, or literary support, or the essence of the application combined with references, is your personal decision. However, it might not be a bad idea to let others know of your choice. Be aware of the difference between independent and interdependence at the point where advocacy may be essential.

I have had the privilege today to share on a panel with two people. Ms. Martha Berks, and Dr. Phyliss Sterner who are representative of different stages of careers. Both panel members are confined to wheel chairs which would imply a major handicap. However, both demonstrate great competence and capability. Dr. Sterner has a Doctorate Degree. She has recently retired from 30 years of successful service with Argonne Laboratories as a biologist. Ms. Berks has manifested the determination, fortitude, persistence, and tenacity required as she continues through her senior year of college in mathematics to reach the career of her choice. Martha Berks talked about anticipation; anticipating what's necessary to prepare oneself academically; anticipation of what the reactions of the potential employer/interviewer will be, and how she prepared herself to earn the proper credentials; and finally, anticipating how to put at ease the uncomfortable persons whom she faces during interviews. Her approach was to indicate, "This is what my disability is about; this is what you can expect; these are some statistics about people with this disability; and if you have further inquiries, please let's discuss them ...." Briefly stated, very amicable grounds can easily be established, and anticipation in this situation proves to be an important tool towards gaining entrance and acceptance....a tool which could help you land a job in industry. Anticipation is planning ahead.

OBTAINING THE OBJECTIVE

Landing the job in industry is a combination of ....

1).... Recognition of strengths and weaknesses, combined with positive reenforcement of the desireable characteristics one possesses to reach a desired occupation. Be specific about asking for help when needed. Demonstrate all strengths. Manifest confidence.

2).... Adequate preparation in terms of keeping up with the trends of technology and the personnel demands. This is an awareness of futurism.

Determination has to be made as to how each individual, able-bodied, and otherwise, will compete with, or command the computer-oriented world. Be competitive.

3)....Accessibility in terms of location, timing, and adaptability. There must be congruence. Either the individual can get to the work, or the work can be economically brought to the worker. Both must be available at the same time. Where both (the work activity and the worker) have the potential for competent production, yet lacking a vital ingredient for the desired objective (the product), summon-rehabilitation engineering. Rehabilitation teams are designed for this purpose. Modify, design and create.

In regard to timing, remember also, positions and jobs which were not available at the time when the application was initially filed, may become available at a later date. Persistence pays.

4)....Equal responsibility upon the applicant and the employer. Applying for work without first having some knowledge about the company, its' products and the types of positions available, shows a lack of responsibility on the part of the applicant. Seek to find out what you are trying to become a part of, how and where you fit. Vice versa, the company wants and needs to know as much as possible to properly place you into a position where you will be the most productive. Take responsibility for adequate follow-up and communications regarding the processing of your application once it is on file.

Industries operate for a profit and are avidly in search of individuals who are capable of contributing to that objective. Take the responsibility and opportunity of convincing a prospective employer that you are competitively prepared to do just that.

ROADBLOCKS TO ACCESS

Colleen Fix, Miami-Dade Community College

ABSTRACT

It is generally agreed that colleges and universities have not been properly prepared to educate students with disabilities. This lack of preparation became focused upon promulgation of the 504 HEW regulations, 1973 Vocational Rehabilitation Act. Scarce training resources which were geared to develop new skills in order to meet the needs of the handicapped college student were usually provided for teaching faculty and coordinators of services for the disabled student. As a result, crucial college support areas were provided little or no information as to ways to make their program more accessible for students with disabilities. The purpose of this presentation is to share information about new training materials designed to bridge this informational gap; targeted for central support areas on campus.

ROADBLOCKS TO ACCESS

I'd like to share with you a new program which we are now in the stages of completing at Miami-Dade Community College, North Campus. It's entitled "ACCESS", funded by the U. S. Department of Education, Regional Education Programs for Deaf and Other Handicapped Persons. The goal of this ACCESS grant was to create materials to be used for inservice training of college support staff regarding students with handicaps. The service areas targeted are:

1. Financial Aid
2. Admissions and Recruitment
3. Student Activities
4. Career and Cooperative Education
5. Registration

The specific objectives were:

1. To develop five handbooks to train college support personnel to adapt their services for handicapped students.
2. To prepare a videotape addressing the problems encountered by disabled students on college campuses.
3. To promote regional participation in the design of the handbooks and videotape through the Southeast Florida Consortium on Higher Education and the Florida State Conference on Higher Education.
4. To promote national use of the training materials through dissemination of the handbooks and descriptions of the videotape to colleges and universities, governmental agencies and professional associations.

To accomplish our first three objectives, research was done to identify specific deterrent factors to full utilization of college support services by disabled students.

College students with varying disabilities were interviewed. Feedback revealed that only half of those interviewed were aware of laws regarding equal access for disabled students. Of those, 50% were unsure of its meaning, 40% thought it applied to architectural accessibility and only 10% knew the law mandated equal opportunity and that colleges and universities were required to provide special services. The students interviewed had a wide range of special service needs, but the major barrier they stressed was the attitude of staff members. They suggested that any training program focus on sensitivity and awareness about handicaps. It was felt an experiential approach would be most effective in promoting understanding of the problems encountered.

Staff members in each of the five targeted areas were interviewed. Interviews indicated that only about one-half of the programs made any special provisions to assist disabled students. Many staff were not cognizant of what constituted a "disabled" person. While all staff interviewed stated they were aware of the laws regarding equal access, there were widely divergent

ideas on to what this law actually pertained. All felt they would benefit from sensitivity training using a role playing, experiential approach. They also indicated they would be interested in direct input from handicapped students, themselves, during a training session.

A literature search, to determine applicability of past research and outline informational gaps, was carried out. Applicable background materials, already developed, were identified and permission obtained to incorporate these in the handbooks.

National leaders in all five areas were identified and hired to work as consultants in both content and design of the materials. In this way, current concerns and interests in each field were addressed.

Initial drafts of each handbook was field tested through contacts with local professionals and the Southeast Consortium on Higher Education. National consultants also assisted by distributing materials for feedback in their own geographic area.

In preparation of the videotape, it was decided to highlight the five targeted areas and to provide practical solutions to problems outlined. A working script was developed. All students participating in the videotape were disabled, portraying their own disabilities in real life situations. I will be showing you this videotape as a part of this presentation.

The final objective, to promote national use of these training materials, has been on-going. It is one of the major reasons for my presentation, today. Dissemination activities must continue after the grant period. All final product materials (handbooks and videotape) were not available for distribution at several national conference presentation. These professional association conferences are scheduled at various times throughout the year, too early in the grant cycle to demonstrate a final product.

Many problems were avoided because of the excellent support received for this project within the college and the community. Professionals and staff employed in each of the five targeted areas provided valuable input throughout each phase of the project. Representatives from Vocational Rehabilitation, Division of Blind Services, Miami Lighthouse for the Blind and Florida Diagnostic Learning Resource System provided assistance in the development of the materials.

Tremendous support was received from Miami-Dade Community College, North's Media Production Department. Costs for the production of the videotape were covered by this department. Actors were hired through Media Productions when it became apparent that professional actors were needed. The Art Department assisted by assigning an artist to create the illustrations and the design for the handbook covers. Auxiliary Services has agreed to assist with the marketing and dissemination of the materials beyond the grant period. It is imperative that this kind of support be provided to successfully accomplish the objectives of this type project.

It is hoped that, through these materials, roadblocks to access can be at least minimized for disabled college students who are seeking support services.

The video, presented for the first time at this conference, is available at a cost of $185. The set of five handbooks can be ordered for $7.50 while present supplies are available. Materials can be ordered through:

Auxiliary Services
Miami-Dade Community College
11011 S. W. 104 Street
Miami, FL 33176

RESOURCES FOR ACCESS: TOOLS OF THE TRADE

Rhona C. Hartman, HEATH Resource Center
Linda Donnels, The George Washington University
Gary Brickman, University of California at Berkeley
Dr. Joseph Rosenstein, U.S. Department of Education

ABSTRACT

Knowledge about accessibility is basic to the work that we all do. More important than knowing all the facts, is learning how to get the information we need to be effective. Networking is the key tool for obtaining answers to questions we all are asked. The following edited transcript explores networking in four key areas: geographic area, with students, in the federal government, and through organizations and associations.

Rhona Hartman:

I have assembled a panel of experts to share with you some ideas which are basic to effective work in our area of providing high quality support service to disabled college and university students. Networking in several areas is the thread that runs through each of our remarks. We plan to discuss briefly networking in your own geographic area, with students, with federal resources, with organizations and publications. Let me introduce our panel. On my left is Gary Brickman, student at the university of California-Berkeley. He will tell you about his other responsibilities which grow by the minute as he is sitting here. To my right is Linda Donnels who is the Director of Handicapped Student Services at the George Washington University in Washington, DC and the President of the Nation's Capital Area Disabled Student Services Coalition. On my far right is Dr. Joseph Rosenstein from the U.S. Department of Education. We will try to give you some background and then hope you will be able to share with us the resources and ideas that you have found helpful or would like to find helpful.

Let me begin by telling you a little bit about the HEATH Resource Center and why we are doing all of this. I hope afterward you will come up and take one of our brochures which explains what we are and how we can be reached. What we are: HEATH is an acronym for Higher Education and the Handicapped. We have been set up and funded by the U.S. Department of Education to be a National Clearinghouse about postsecondary education and disabled people. The Resource Center is now in its second year of a three year contract. We come from a history of being a smaller version of ourselves since 1977 and I have been associated with HEATH all that time. The main work that we do is to answer inquiries that come in from people like you. We handle an average of 500 inquires a month. Inquiries come by mail or telephone. We get questions from high school counselors, parents, students, potential students, instructors, service providers, campus administrators and others. We try to have the information to send or tell them and we do that by keeping in touch with lots of people and developing a strong network of people like you because you are usually the ones we turn to for the answers. So I am glad you are here and I hope to know each of you.

If questions come by phone I am usually the person who talks to you and it is from that perspective that I feel that there is really a need for people who are new to AHSSPEE to know about the various ways of getting information. For example, as you know, most of you are called upon to answer questions on such a variety of topics that you can not possibly know all the information to begin with. What is more important than knowing all the answers is knowing how to find out the answers. And I hope that is what we will be able to share with you today. So we will address a number of approaches to determining the appropriate response to questions which you might get from your campus president, your dean of students, your admissions person, your registrar, your business officers, security patrol, or your residence counselor. All of these people frequently ask a question to which you would like to be able to give a good answer-one that will be helpful to the student for whom you are responsible.

We will begin with Linda, who will talk about networking in general and networking in your geographic area.

Linda Donnels:

Thank you. I would like to offer some words of encouragement to those of you who are brand new in this field or brand new in setting up an office. A lot of us have been in the same position and have moved forward. We have established programs and collected lots of information along the way. This organization, AHSSPPE, is a good place to start. I would like to talk a little bit about what has happened in my own area which I think will have some application for you--both for you who are starting new programs, and those of you who have experience.

My program at George Washington University is just about four years old. I was the first full time Director of our office so things are fairly new as in many colleges. We have the newest student services and have gone through a period of growing pains. About three and half years ago, around the time when a lot of colleges were setting up programs, those of us in the Washington, DC area started meeting each other.

I along with several other people who were already in the field made some calls around to the various colleges in the Washington/Baltimore area to find out who was out there. I would like to give you an example of how networking can really help and how it works at its best. We decided, after having a small meeting of coordinators of disabled student services, to try and start an organization that would be a self-help group modeled after AHSSPPE, but a local organization that would really put networking to operation. We founded a group called the Nation's Capital Area Disabled Student Services Coalition--known as the Coalition. Over the three and half years of activity our membership expanded to take in representatives from about 28 colleges from the Washington/Baltimore area. We found that people do drive in from the periphery of Baltimore into Washington, DC where many of our meetings are to find out information and share resources.

In the process of starting this organization we found that it was often difficult to identify who our counter-parts were and I find this is still true on my campus after three and half years that I have to keep checking with the telephone information service to make sure I am still listed. The telephone information service on the various campuses didn't always know who the person is or said, "Oh we don't have any program for handicapped students," or "We don't have disabled students services office." But we did find our counter-parts on various campuses. Just like some of you wear many hats on your campus the same is true in our area. So that is something I would say to begin with is to make sure people can find you. That is an important starting point. We have a nice cross section in just about every situation possible. In our group we have representatives from private schools, state universities, community colleges and some other smaller schools and offices of other universities, like small law schools that are located in the Washington area. The Coalition has identified local resources but one of the key things I will pass on to you is try to find your counter-parts in your city, in your region. The best things that we do for each other is call each other up and say, "Hey I have this problem, what would you do with it?" Or, some of us came out of a particular area of expertise. My background was in the area of deafness and I have many contacts with intrepretors who are familar with the system and so forth. In our area my expertise in deafness was valuable to some people at other schools who had not used intrepretors. Just as some people who had more experience in some other area were very useful to me. We still call around. I got a call on my campus about two weeks ago about what are our responsibilities under 504 to home bound students. We got our first call from a student who is home bound and wants to enroll in one of our programs. We never had that problem before. I made some calls to find out what are the local resources in Washington area. And it makes my job a lot easier.

At our meetings we share information briefly about projects we have and we always try to keep each other in touch with what we are doing. It is not necessary to form an organization or have a structure like we do. Find your counter-parts in your region and use them as resources. If there are enough people locally to meet periodically to share your concerns and issues then you might consider forming an organization.

One of the projects the Coalition undertook was identifying local resources. Not only did we find our counter-parts but we wanted to know who were those good resources in our area and make sure we all knew about them. We work very closely with some of the local libraries in Washington, DC. We were fortunate to have one of the Regional Libraries of Congress. They're a great resource and I understand in each state there is a designated library that serves as a branch of the Library of Congress. They have equipment to lend, and recorded books and information in the area of disability. It is called

the Library of Congress, Library for the Blind and Physically Handicapped. You want to find out what is that main source in your state and also how your local libraries can access and use the services of that library. The Librarians really work for us as an organization. They have given us a place to meet, and put us in touch with some of the local volunteer groups that do recording for the blind, taping services and so forth. We are using that particular library as a home base. There are other resources that will join in through that library contact. We try to locate the volunteer groups in our area. All of us are having money problems. I'm sure, we all have money problems from time to time and those volunteer networks were very important to us.

We found out through the library that there were resources through local service organizations like the Kiwanis and the Lions Club. I even found out the Lions Club in our area has someone in charge of international services. We had an international student who was blind and had come to our campus without equipment. This particular part of the local Lion's Club helped our student out and got him the tape recorder he needed to continue school. Speaking of issues like international students who are disabled, those of us who are new to the field can't even imagine that we might have any international student with disabilities. Sure enough a semester down the road you get one. You don't know what to do with him/her, or how your policy should reflect your attitude toward international students. How do you provide services? Are you obligated to provide services? There are a lot of issues and we have talked about that as a group.

We have gone to consumer organizations as well and have tried to involve students in our organization. Consumer groups can be a good resource. I'm sure Gary will cover a lot of things about student organizations and consumer groups. But one thing we did for each other on campuses which didn't have a large number of identified students or students with a particular disability. We sometimes borrowed some students for panel discussion from other colleges. We are famous for lending our students around town. If you need first hand input from a consumer with a particular disability yet on your campus you don't have a student who has that disability you might check your counter-parts. There are lots of students who are willing to be involved. My group also expanded to include people like Rhona from Project HEATH and Joe from the Department of Education and we brought in people who can help us.

We continue to do in-services. We continue to have projects. One of our initial projects was to collect job descriptions from all the people in our group. We all have different titles. Some were directors of full time offices, although very few of us were. I have a formal job description, others had two halves or more and their job descriptions had certain responsibilities written in about how they would handle disabled student services. For campuses who were or are in the process of upgrading positions or creating positions it became very helpful to have all these packets of information and job descriptions for committees that are meeting to consider the right kind of job for your campus. Each campus is really different. The complexity of each campus is different and you kind of pick and choose from what other people have done.

We moved away from meeting every month to meeting on a less frequent basis and having several meetings that focus on special issues. The Directors in our area are very concerned with learning disability and we have tried to bring together resources in our area that we will need. I don't just mean seeking out resources. I have benefited from having a group approach to listening to a particular resource and hearing questions, for example from a community college person where there is a greater population of that disability, than I have at this point. We have done things like share cost for speakers.

We have also done some joint recruitment. I know on some campuses the disabled student services person is not directly involved with recruiting or is told to keep a low profile in the recruiting area. As an organization, the Coalition makes information known through high school guidance counselors and have been involved in college fairs in our area. Thus we have had input in sort of an indirect way to get involved in the recruiting process without actually recruiting. We have found out all these angles in the last three and a half years.

And one last thing I would like to mention as far as networking with your counter-parts at other institutions whether locally or regionally is that some time you can call on these folks for support in times of budget cutting or if you think your position is going to be disbanded. You can use those people to get ideas on how they have gone through their own budget struggle and strategies that they have used successfully. I think in the near future when we are looking at budget cuts it may be an important part of our survival to make sure

that your students get the resource that they need.

Rhona:

Very well said. I just wanted to remind Linda that one of our members whose job had been terminated was hired by another university in the Washington area through the kind of networking we have been discussing. The importance of talking with your counter-parts can not be stressed enough. Things will come up about which you just need to talk with someone else who has had a similar experience who can help you sort through all issues and help you come up with your own answers. AHSSPPE is an excellent vehicle of finding the names of such people. And as Linda said, you frequently have to do a lot of investigation to find out who is in your neighboring institutions.

I would like to ask Gary now to talk about some student resources. Both student as resources and resources for students.

Gary Brickman:

Thank you very much. Basically let me give a little introduction of myself and then get into the topic. I am a second year student at the University of California-Berkeley. And I will be moving in the fall of this year to Washington, DC for a year to work with the National Student Education Fund, which is an education research and training foundation. I will serve as their Disabled Services Coordinator to facilitate and try to build up disabled student organizations, students in student government, and try to enlarge the input of disabled students into the student political process. As a student I represent the opposite end of the spectrum from a program provider.

Students I think are the best resource you can have. They are the people you will be serving and I think the best thing is to find out what their needs are. That's probably a prerequisite in providing effective services. There are many ways to try and understand what the needs are. Probably the best way is to work with a disabled student organization on your campus--if there is one. A student organization which is separate from your office can be helpful in articulating to administrators and community needs they have for services and equipment. There are not at this point many active disabled student organizations. That's one of the thing I hope to change. But if there are, they're probably the best resource for your office.

If there is not a disabled student organization it's possible to try and identify students from whom you perceive to have an interest. Involve them to some degree by arranging a meeting with the staff of your office at the beginning of the year or semester and go over some of the plans you have for student services and try and get some feedback.

Another resource that there could be is student government on your campus. You can use them mostly for information about other activity groups. Most student governments are connected with other organizations of a social or recreational nature and often you may encounter disabled people who want to get involved in athletic programs, wheelchair sports, maybe a language club or any type of activity group that most campuses have. And the student government office can put that student in touch with the kind of group that he/she would be looking for.

I will expand a little bit about what Linda said about how community organizations can be used as a resource not necessarily directly by the student. If there is a Center for Independent Living program in your area they can be very helpful in identifying attendants, and other ideas or help out with transportation.

What I want to talk about now is how your office and other organizations can be used as resources for students. Of course, all the organizations I just mentioned work both ways for programs and the students. The U.S. Student Association is a national student lobbying group on various issues. They are sort of a sister organization of the National Student Education Fund and they are the political voice of all student leaders before Congress and Legislatures across the country. I strongly encourage your office to get information about the U.S. Student Association and other political student organizations and pass it on to students who might have an interest in getting involved in the student government process. It's vital that disabled students provide input to politics in general. As disabled students become lobbyists and go up to the hill, they will include information about disabled student services. 504 needs to be retained as it is. There are many state student associations, which are composed of student government leaders from one region. They can be very helpful and again try and make use of the resource.

I think that as service providers you can do a lot to get students involved in their own affairs by getting them to form disabled student organizations to help provide input, and to participate in regular student activities such as student government, clubs, and organizations, and campus committees. I think it is important that your office and student groups be concerned not only with issues that just relate directly to disabled student but it is also important that you keep track of what's happening with financial aid because that is a vital part of a lot of students' education. I know at Berkeley, I was being sponsored by the Department of Rehabilitation and they advised all their clients to seek out federal financial aid so they can provide services elsewhere. And more and more I think we are going to see that the Department of Rehabilitation is going to be encouraging or almost demanding students to seek out the main stream sources of financial aid. So it is important that you keep abreast of what's happening in terms of legislative action there.

Rhona:

Thank you. I think in a way Gary is a little bit too modest. Because what he didn't say was that really through his efforts the U.S. Student Association now has a very strong commitment to working with disabled students. Gary was an intern in the HEATH Project last summer and developed good linkage with USSA. I think one reason Gary has been able to make as much of an impact as he has, in addition to his own personality, is that the support services he needed have been in place for most of his education. Therefore he has the energy leftover to pursue these things that all students should pursue. I was active in national student politics when I was in college. It was really an important part of my life. Should disabled students be denied that kind of learning experience? The U.S. Student Association and the National Student Education Fund have had an ongoing interest in handicapped affairs but they did not have any body to work on it, until now. Well I think now they have the right person and I think that all of the people who work with disabled students on campus should be aware that this is another avenue for you to encourage your students to pursue. It is important for disabled students as well as any students to learn how to deal with the political system in a small area first, like your own campus, that is where the power is going to be.

The other are of student power which Gary touched upon was financial aid. The U.S. Student Association last February had a student lobbying conference in Washington, DC. They invited students from all over the country, including disabled students. All these students marched up to their Congressmen and really made an impact on them. That was one of many impacts on Congress, that in fact, did change what Congress was going to do about cutting financial aid. Students really did have an impact on their congressmen and as Gary said, disabled students should be among all students who are trying to have this effect.

Speaking of impact on government let's turn to our federal representative and let Joe talk about what is or isn't available from the government.

Joe Rosenstein:

Thank you very much. The Administration said that each federal agency is to tighten its belt. The impact will be felt on the populations that the federal monies are intended to serve. Unfortunately some programs are eroding, some programs are going to the state to administer. I think it would be wise for you to make contact at your state offices, whether it be the department of higher education in the state or whatever. Just in the event that there should be money shifted over to the states for demonstration programs or what have you. I wish there would be sufficient money to take care of every disabled student on every postsecondary campus but that is simply not the case. People like myself are working for these various programs. It is difficult in choosing and selecting among the many, many applications that come in. Nevertheless, if you don't apply you don't even have a chance. So I would urge you and your institutions to apply for those funds when and where you can. Sometimes it is worth the effort in completing an application because you may get the funds.

I would like to concentrate my review of what is available from programs that have been specifically designated in some way for or to include disabled or the handicapped person. The Rehabilitation Services Administration. The federal RSA money that goes to the states does not carry with it a federal mandate as to how the state must serve its disabled population. So states may vary in terms of policies and the way that they may set up their funding

priority and mechanism. The Rehabilitation Services Administration has said that they intend to serve the more severely disabled first. That may mean that the state Rehabilitation Diretor may set a scale of what severity in disability means. RSA would serve these people first and if there is any money left over, they will give it to the other disabled people, who are none the less entitled to the support services. The RSA is the largest single federal source for support for disabled students. I know that on a few campuses the disabled student services offices have a state rehabilitation counselor based there to assist the relatively large disabled population.

The National Institute for Handicapped Research has recently published a tentative listing of priorities that they wish to look at for the coming year. They will possibly be using the reaction to these priorities which will come in over the summer in order to establish their funding or grants for research activity.

You should be familar with the College Work Study Program. It is used as a tool for local payment of support services for disabled students on many campuses.

There is also a Cooperative Education Program in the Department of Education for vocational education. This may not be available for all of you in postsecondary settings but it certainly is for those of you who are associated with vocational education.

There is another resource possibility that is funded by the federal government--the Educational Opportunity Center. As Linda has said, I too am a member of the Nation's Capital Area Coalition and we were fortunate enough to have had one of our in-service workshops with personnel from one of the Educational Opportunity Centers. These centers are non-campus based referral sources for students to help them plan their education, careers and look for financial sources of money. As it happens we were more of a resource to them, I think. That was good because we need that kind of involvement, it it part of our recruitment effort. At any rate, there are centers across the country and that is a federal program for disadvantaged and disabled people.

Many of these federal programs have some eligibility requirements. If you are not eligible as an individual student, or as an individual faculty member or administration basis, you may be eligible as an institution. I'm sure if you are a large enough institution you have an office for grants and research or development and research. There is usually someone on most campuses who can assist you in identifying when and where other federal programs are and when the deadlines are annually and whom to write for an application, etc.

There is another model program so to speak, it is called, Fund for the Improvement of Postsecondary Education (FIPSE) which has been established to encourage the field of postsecondary education to introduce something new or to establish a new approach and they fund many projects per year. They have had in the past a few applications dealing with or focusing on disabled population. Unfortunately, the proposals don't seem to get through the FIPSE review process too well, so they may have only funded 3 or 4 in the past year

By the way anytime you are applying for money from a federal source on a competitive bases and do not get funded you are entitled to a copy of the reviewer's comments. I would urge you to write for those comments. They won't tell who the reviewers are, but the important thing is that you review those comments and to see how meaningful those comments can be for your application so the next time your act can be cleaner or you can rewrite it for another agency.

Within the Department of Education there are special educational programs to which I belong, which primarily serve pre-school, elementary, secondary handicapped people. Tucked away in one small portion of the Education of all Handicapped Childern Act there is a little section for postsecondary disabled students. In it there is a moderate amount of money for Regional Education Programs (REP) which goes for 4 regional centers to serve deaf students: California State University-Northridge, Seattle Central Community College, Saint Paul Technical Institute, and Delgado College. REP has also funded about 15 model programs to serve students with other disabilities. The book FEDERALLY FUNDED PROGRAMS FOR DISABLED STUDENTS: A MODEL FOR POSTSECONDARY CAMPUS summarizes the first 15 REP funded programs and is available from the HEATH Resource Center. For a detailed description of federal resources request from the HEATH Resource Center a document compiled by the Handicapped Concerns staff of the U.S. Department of Education. It is called SPECIAL SERVICES AND AUXILIARY AIDS (November 1981).

Rhona:

Thank you Joe. I want to summarize what we have been talking about. We have discussed ways in which you can become involved with obtaining the information you need. We have all identified key elements of various areas of networking. Linda has talked about how networking within your own geographic area can be helpful and has given some suggestions for activities which a formalized group can undertake. Gary has informed us about resources for disabled students, and disabled students as resources. Joe Rosenstein has outlined for us a number of federal programs which exist to support working with disabled college students and he has given us some tips for making those programs work for us.

I want to touch briefly on networking with organizations. Project HEATH, of which the HEATH Resource Center is one part, begain in 1977 as the coordinated effort of higher education associations under the leadership of the American Council on Education. Project HEATH has been assisting the higher education community respond to the letter and spirit of the Section 504 Regulations. The hallmark of Project HEATH has been to work with organizations which already serve a particular constituency. For example the Association of Physical Plant Administrators (APPA) has held training workshops for members about physical accessibility and issued posters for plant personnel and published several books about creating and adapting campus structures which were accessible. The HEATH Resource Center as a result of working with many organizations and associations, prepared several resource documents which may be useful for you to use in networking with organizations. Let me point out a few which are most helpful.

The 1982-83 HEATH Resource Directory is a compilation of about 74 organizations which have been involved with higher education and the handicapped. This is the fifth edition of this kind of document. The first edition was a two-sided legal sheet of paper! The current edition is well organized by topic and indexed alphabetically by organization. You will find complete contact instructions about many of the organizations mentioned here today. For example, Library of Congress, FIPSE, OCR Technical Assistance Regional Offices, and others.

HEATH Publications List is an annoted listing of all of the Project HEATH publications. HEATH publications concern admissions, recruitments, physical plant, business, financial aid, faculty, and other areas of concern.

Student Connections is a packet containing a report about how disabled student organizations are working in higher education today, a fact sheet of national student organizations, and a listing of 60 or so disabled student organizations on American campuses.

HEATH Resource Center Brochure which explains the activities of the Center and tells you that you may contact me, Rhona C. Hartman at One Dupont Circle, Washington, DC 20036 or call 202/833-4707 (voice,TTY) for more information.

"HOW TO REACH YOUR ELECTED OFFICIALS"

Margaret Martin Burley, Ohio Coalition for the Education of Handicapped Children

ABSTRACT

Advocacy is here to stay, maybe the style changes, and maybe the methodology and the means change, but it is not going to go out with the 80's just because there are going to be changes.

I've heard many people throughout the country saying the rights of the disabled are dead, or we are going to have to lay down and forget the whole thing now, and I don't believe that. I believe we have come too far and I believe we all have learned too much for us to give up any of the gains we have made. I continue to say that to you, and I will continue to say that to all groups that I will address across the country, I will continue to say that in our state legislature and in the Congress of the United States, and I will continue to say that at the White House. I do not believe we can be ignored, or we can be put down, or we can be layed aside, or forgotten about if we continue to put that message out loud and clear. I think we are going to have to change our style. We are going to have to change our way of doing business. I think we may be in an era that is not going to look favorably upon demonstrations, upon marchers who play upon the sentiments or the emotional issues that congressmen, senators and legislators have looked at in the past. But that is alright, we can change. We are more sophisticated now. If the federal administration is used to dealing with a business or corporate structure, I do not see why we can not change, and become a business or corporate structure, and present our advocacy in the same kind of manner. If we go to them as a representative of a board of directors, and we bring to them the concerns of our constituents, and we can prove to them that those people are a large part of their voting district, they are going to listen. There is one thing I have learned in all the dealings I have had in Washington and in the State House in this state, and that is, there is one primary moving force behind all those elected officials, and this is that they want to be re-elected. There is nothing that is a more primary mover than that. As I've traveled across this state talking to groups, we have found that we have been able to move our congressmen and our legislators toward our way of thinking when we were able to show to them that within our midst they have a large constituency from their own voting district. That is something that really impresses them. They pay more attention to one letter from a constituent than they do to the most high pressured advertising on television. They really are interested in getting those voters back home to know what they are doing, and they want to have recognition for what they do, but they also want to be sure their voters remember them, and remember them in a favorable light when the ballot comes up with their name on it.

I speak from having learned politics from inside out as opposed to the other way around. Having worked in a politician's office for some years, and having lived next door to the man for 17 years prior to that, I was privy to a lot of backroom politics, so I know exactly how a lot of those deals are made. You have to go in and have your hand in while the deals are being made. All of you can do that. You do not wait until the decisions are handed down and then say I do not like that. You have to become a part of the decision-making process. You have to be loud and clear about that. Let those elected officials know you intend to be part of the decision-making process, that you're capable of being part of the decision-making process and you will be a valuable asset to the decision-making process. One thing we have found is, in business you always involve your employees if you are a good business manager, or if you are a supervisor, you try to involve those people in the decisions that are made. Once those decisions are made, if those people have a part in the decision-making, it's more likely they are going to abide by them, they are going to live by them, they are going to be happy with those decisions. Government officials are not that much different. They understand those kinds of decision-making processes and they need to have people working with them while they are running their campaign. That is the time to get involved; while they are running campaigns, go to them. If you can get in on the foundation, that is the time to do it.

Become part of their policy team so that the platform they are elected on is your platform. Do not wait until they are elected and then ask them if they wouldn't please consider thinking about issues that involve people with handicaps. Make sure you are involved in the very beginning. That's not that hard to do.

Most of those folks are looking for volunteers and they need people who will pass out handbills, who will post their names on telephone poles, etc. Let me give you some of the tricks I saw from inside out. One elected official wanted to get his name before the voters; half of being elected is name recognition, so if you have a common name like Brown or Smith, you are more likely to get elected, but if you have a hard name to remember, then you have to get it out before the voters. This is one of the things he did, he hired a young fellow with a van and a loud speaker on it and he plastered signs all over this van; all throughout the campaign time, this young fellow was hired to do nothing more but drive that van throughout the voting district with a little loudspeaker blaring a little message out, and then parking periodically at various businesses and so forth, so the people in that community thought this politician was visiting their community or was actually there. He was nowhere around. He was miles away, but that is part of getting elected, part of getting elected, part of getting into the political stream, and somebody has to do that. I saw a lot of vans around and about here. I bet some of you could volunteer to loan your vans and put some stickers on them and drive them around for some of those guys and gals who want to run for office. I think those are the kinds of things you are going to have to begin to do. You may think this all sounds very far-fetched, I don't. That is what we all need to be doing. Start looking at candidates who are in the process or thinking about it, and get on the band wagon and make sure they understand what the issues are. Do not wait until they get in office because then they may not need you as much. When the League of Women Voters, for instance, has their meetings across the state when they interview candidates, I would suggest to you that you make sure you always have someone representing your constituency within the audience to ask potential candidates how they stand on certain issues. Take notes, write them down, date them, keep them, then when they are elected, use them. Hold it up to them and say, remember when on such and such a date you said... If you can, make sure the newspapers are there, get them quoted. These are nice little tactics you need to have. You have got to have a bag of tricks. You have got to be involved in this. This is part of the good old American way.

If you believe in the democratic process then you have to take part in it. You can not sit back and be an observer. For many, many years I heard people say to me, "Well, they don't pay any attention to me", and I kept wondering who they were. I did not quite understand it. When I was going, in my own situation, to try to enroll my child in school, I was told, "they" said he could not go to school, but I kept trying to find this "they". I never could find the "they". It was always somebody else, and then I found out the school officials were talking about state decision-makers in government, and then I tried to find out who "they" are responsible to. I found out that "they" are responsible to us, to me. I run the government, I'm the boss. Those people are elected to serve me. The term "public servant" is not a loose term; it means that those people are elected to carry out the needs and the wishes of the public. If you believe that, you will take part in government. This country is built upon a participatory government. How are schools run in our state? They are run by local school boards. Who is supposed to take part in the decision-making with local school boards? The citizens. How many of you people, right here in this room, have gone to your local school board meeting within the last year? There is a few, but that is the exception rather than the rule. I had an occasion to read in the newspaper that my local public school district was going to have a public hearing on their budget. All school districts in the State of Ohio have to do this. They have to publish a notice and it is usually so small you can not read it, but I happened to have my magnifying glass out that day and found it. I decided I would go to the school and ask how they were spending the dollars for handicapped youngsters in that school system. When I appeared at the school administration office at the appointed time, as stated in the newspaper, I said I was there for the public hearing. This is a very small school district and they never really thought anyone would come. When I was there on the doorstep and said I was there for the hearing, they said, "What hearing?", and I said, "The one you're having". and they said, "Oh, we are?" They had to get on the phone and start calling some board members, and get some people together over there, and get their books out, and can you believe that for Margaret Burley, they had to have a public hearing and show me their books. They were surprised at that. Officials go through the motions, but they don't believe people will participate, and the reason they don't is because we don't. Nobody

participates. We just sit back and say, "Well, they told me I could not have, so therefore, I can't". Well, you have to become part of the decision-making process.

All this leads up to the fact that a part of what my responsibility as the Executive Director of the Ohio Coalition is to be concerned about the education of handicapped children in this state and across the country. When I took this job I thought about it quite a long while because I have been quite an adversary of the educational system in this state, because it discriminated against handicapped children. In this position I have to work very closely with many state administrators and local school officials. I thought to myself, have I really matured, have I come to the point where I can actually do that efficiently and effectively and not compromise my values and my principles that deal with educating handicapped youngsters? I said I think maybe I am at a time when we have to learn to work together with professionals and other agency people who are striving to provide those services. I've found I have been very happy with the decision I have made. Our coalition is made up of 20 organizations. Part of those organizations are purely professional organizations. Other organizations have parent and professional members of the same organization such as the Ohio Federation Council for Exceptional Children, but other organizations like the Ohio School Psychologist Association, I wondered if I could work with those people because they were all professionals. I felt, like perhaps, they would only be thinking of their own jobs and their own needs. I have found these professional people, who have decided to spend their professional life providing services for handicapped youngsters, and I have been very proud to be associated with this kind of an organization. I found I had to think about what I have preached, and that is participatory government and joint decision-making. With a coalition like ours, we do have that kind of a situation, because we have a governing board made of equal representation from each organization. These people are parents, these people are special education professionals, and related service professionals like occupational therapists, speech therapists, and so forth. They have been a very, very good team that has mounted a terrific attack on the present Federal Administration's attempts to revise, amend and/or repeal P.L. 94-142.

We must all work together to ensure that Section 504 of the Rehabilitation Act of 1973 is kept intact as well. Presently it appears that the proposed revised regulations may not be published until after the November elections. Clearly this illustrates the control exercised by the public on our public servants. Why the postponed dates for publication of notice of proposed rule making? Expression of public concern regarding any tampering with these guarantees of equal rights. How could the public approve of such drastic changes as are being proposed in the drafts under review? Do you know what some of those key concepts are?

- Disabled people will be permitted to participate in programs and services only if recipients of federal financial assistance believe participation by disabled people to have social value.

- Participation in programs and activities will be permitted if the perceived cost of accommodation is not <u>too high</u>, as defined solely by the recipient of federal funds.

- The scope of reasonable accommodation is expanded to cover all programs, is tied to cost and perceived social value, and is fundamentally altered from its original application (in 1978 HEW guidelines) to employment.

- There is no overall stated goal of equal opportunity or integration.

- The entire regulatory function is reduced to one of voluntary compliance. Recipients of federal funds do not have to make reasonable accommodations. They must only <u>consider</u> making reasonable accommodations.

Remember, these regulations are still in draft form. They have not been issued as <u>proposed rules</u> yet. But people need to be aware of what may lie ahead. You have the option of voicing your opinion to your elected officials.

You can set up information networks in your state to share with other groups the latest info across disability lines. Opinions of many people will carry more weight than just a few.

You can write letters to the newspapers, invite Congressmen to see what these programs are doing for you and your whole family.

Contact your local radio and television stations requesting air time (talk shows, free speech messages, etc.) Tell about these programs and how they are working. Give specific examples.

Ask other civic groups, unions, churches to print articles in their newsletters. Maybe you can not do all these things, but DO SOMETHING! Remember, if you don't think it is important, who will?

HOW TO REACH YOUR ELECTED OFFICIALS

James A. Shearer, University of Minnesota-Duluth

ABSTRACT

The primary thrust of handicapped student service programs in post-secondary education is to create or facilitate an accessible on-campus environment. Such programming often exists at the discretion of outside agencies and commissions controlled by elected officials who have little understanding of the impact their decisions may have on the philosophical or financial basis of support for the disabled student in higher education, Additionally, though colleges and universities may try to be islands of accessibility, students and staff do have to survive in the outside local community, and handicapped student service offices may become involved in non-institutional access issues. This presentation is designed to provide practical information about becoming involved in effective political advocacy at national, state and local levels.

PRESENTATION BY JAMES SHEARER

I'm Jim Shearer, and I'm the President of the Duluth City Council. You may ask, Where is Duluth, and what is Duluth like?" Duluth is like San Francisco with snow. It's built on a large hill next to a large body of water and--it snows occasionally.

I am one of "them" Margaret Burley was speaking of. I am one of those mysterious forces out there that you were talking about earlier. The thing I like about what was being said earlier is that "we" are like you. We need information, we have opinions on things, we're there because we want to be there; but we do need the help of individuals like you and Margaret Burley to make sure that we understand more than what we think we understand.

The conference that you've been attending this week has given you a lot of valuable tools to use on your campuses in an effort to gain a greater equal access for students with disabilities to participate in the collegiate environment.

One point I would like to make here is that your campuses really are not islands. There really is a world out there beyond the ivy-covered and/or solar panel covered walls of the campus.

I am going to back up for just a minute and try to give you a perspective of where we are right now in our society. I was at a League of Minnesota Cities Convention in Rochester, Minnesota about three weeks ago and there was a professor from California in the Public Administration Program giving a talk on the three great crises of this society.

The first great crisis he mentioned was the fact that 200 years ago the country could not make a Confederation of States work. It just was not practical. It didn't lend itself to efficient government, and they had to turn around several years after the Confederation and develop the Constitution which made a tighter union of the States.

The second crisis was "when we tried to co-exist as a society of plantations alongside an emerging small industrial urban-centered economy" - a situation that came to an end in the Civil War.

The third crisis is occurring right now, and it has been developing for about the last ten years. The society has finally reached a point in time when belief, trust, and even the confidence in the "legitimacy of government" are being withdrawn.

That crisis is at its maximum, in his opinion. It's at its peak right now and what you are going to be seeing in the next 10 - 20 years is a shake-out of how that's going to be worked out by the society. We dealt effectively with solving the Confederation problem. The issues revolving around the Civil War were resolved and what you are going to see now is a resolution of this, "We can't afford everything."

He broke down in his talk the two types of funding that "the people" are furnishing within the governmental framework. There are two types of funds: non-discretionary funds and discretionary funds. The non-discretionary funds are those things which everybody inherently agrees are good things to do for government. It is good to have a national defense. It is good to have educational opportunities. It is good to provide programs to individuals who are truly in need on a broad societal basis. These are the non-discretionary funds.

The problem we have encountered is the growing use of discretionary funding, where there can be some decision made (rightly or wrongly) as to whether government elects to get into a program or service. This is the spending that you are most clearly seeing coming under attack, scrutiny, or adjustment. We politicians like to use words like scrutiny and adjustment - it sounds less severe than cut and slash.

So, what you are going to see happen in the next five or ten years is that there is going to be some establishment of what the bottom line is in terms of entitlement. The society will come to some resolution as to where we are going to ease off the entitlement concept. The society is likely going to tailor their discretionary funds to fit those most in need. They're going to stop doing categorical things. They are going to stop automatically giving program or funding aid by the category of age, or by the category of handicap, and then adjust those issues to the greatest need factor.

Before you think this is a speech on Reganomics, which it is not, I think it is fair to tell you that there is a societal limit to what government can support cost wise and we are at that point. One party may be more conservative than the other in their approach, but they are both going to be doing the same thing, and you should understand that. This isn't just a matter of getting rid of one political party in office and substituting it with the other. The example of that, the State Democratic Party held their convention in Duluth last June. The State Republican Party had issued a statement with regard to handicapped rights, and basically it said something to the effect that they "support cost effective responsible efforts to improve accessibility." Doesn't that sound like Republican talk?

The Democrats turned around and passed a resolution that was ten times that long and spelled out a whole shopping list of things that they wanted in terms of support. The irony is that while they passed that resolution, they were also taking a collection in the hall because they couldn't get the State Party to foot the bill to make the party headquarters accessible. And it's that type of logic that doesn't fit. So what I'm saying is, I don't think you're going to get a stronger bottom line commitment; you may get more flexibility out of one party or the other, but the bottom line is still going to be the same. They're going to be shaving down the across-the-board, categorical funding.

I am talking from the grass roots level of a City Councilor. We are the grass roots politicians. We get the calls directly. The neighbors who live next door call about whether the street is going to be fixed or their children's baseball field is going to be ready for the game that afternoon. It's a much tougher job, in my opinion, on a daily basis dealing with that than it is on a State or Federal level. At those levels you are somewhat detached and there are somehow a couple of levels between you, both political and communication levels or roadblocks.

Now, I'm not personally comfortable with the block-granting process because I think it leads to a lot of inconsistencies; both in the service systems and the quality of services. It promotes geographic inequities throughout the nation, state or city. You find one city that provides more than another, you know where people are going to move.

It's none-the-less the reality of what's going to happen. It can be an opportunity that I think you all should take and that we as local legislators have to deal with. We should qualify, and I use that in a quality sense, the use of the funds that are now going to be handed out, block-grant wise, to both the State and the local level. I suspect a lot of the States are going to turn around and say, "Here you go, communities; do your own decision making. You know we don't want to play Fed either." I believe that the national legislatures, are going to keep acting on appropriate national issues, and they are going to flatly dismiss and send back to the States those types of delivery-system decisions that had previously been mandated at the Federal level and that, frankly, is going to go right down to the neighborhoods.

Now, your institutions, with rare exception, are in communities. Your students are going to live in those communities. They aren't going to live in the kind of sheltered environment that we all call acadamia forever, and it's in the best interests of your programs and a university to be as much a part of the overall community as possible. In the case of a disabled student services program there are issues which are so complex and so intertwined that there is no way to exist as that island campus, and expect the city to automatically adapt to what the campus' student population needs might be. That can be as broad as you want to interpret it, whether it's the able-bodied or disabled population.

A couple of points I'd like to make with regard to the way in which we local legislators try to deal with issues as they come up. We're susceptible to (we may be more susceptible) to verbal input than others. We tend to get a lot of folks who after dinner just come down to the City Council meeting and have a piece to say. I don't know about your town, but we broadcast our meetings over the radio and you'd be amazed how many people listen to the events of Monday night and comment on them the next day. So, we're sensitive to the person that shows up in person and has something to tell us.

We're also, however in need of greater supporting data for the decisions we're making. I think we've gotten burned too many times in those philosophical decisions which are based soley on who talked the loudest without having had enough background to consciously make a sound decision. A couple of years ago the city, (I've been on the Council 3 years, and I think this was at the end of my first year) had to make a decision about which route they were going to go in developing an accessible mass transit system. We had a mass transit system already. The question was how we were going to achieve accessibility. We were wrestling with the literal or intentional interpretation of 504 as it applied to the transportation industry. We got all sorts of debates going, and had several task forces which had included the disabled community in the planning efforts. They had basically reached the consensus that the demand response dial-a-ride type of system worked best in our city in our climate. Main line buses don't work in Duluth in terms of accessibility, even if you could get to the bus stop with the hills and snow.

So that decision had been made. Well, that didn't exactly fit what the Feds had to say about accessible transportation. We hadn't gotten to the local option point yet. However, the City Council, which has to approve those operating budgets was finally able to accept the concept that the operating costs of an accessible transportation system are exactly that, they are system costs, they are not a system for the handicapped and then a system for everybody else. You should get the point across to them that this is the cost of mass transportation as a whole, rather than this is the cost of regular mass transit, and this is the cost of specialized mass transit. To establish that if you're going to have mass transportation, you're going to have it for everyone, and try to work on those philosophical underpinnings surrounding some of these programs is where you're better off rather than at the last minute running in and objecting to a decision that says we're going to go one way or another in the provision of that service, get an agreement first that you're going to have accessible transportation.

Another community resource that deserves attention is Community Development Funds. When you are handing out Community Development Funds, every City in the nation goes through a yearly process that goes from block one all the way up to the neighborhood, the district and City Council in allocating those funds. It's a wide open process. Anybody can put in proposals for anything they feel the community needs. There are groups within each community that are extremely adept at getting in there and getting every bit of their share of the money, even though they may not be the ones who are most in need of the funding.

I can think of a couple of examples in Duluth where for years the issue of let's say curb cuts or accessible voting places had been kind of shoved aside because everyone seemed to be looking around wondering where they were going to get the money to do all these improvements. Someone finally realized that we were handing out three or four million dollars a year in community development funds and no one had ever tapped that resource for these public improvements. Our local Commission on the Handicapped put together several proposals including voting place accessibility improvements, curb cuts, downtown sidewalk improvements, etc., and handed it in as a cooperative project with our Public Works Department. They made the two fit together, kind of a hand-in-glove effort. The City Council approved $50,000, or something like that, to start the first phase of those projects.

As it turned out the next month the mayor came along and proposed a downtown improvement program. All of a sudden, now we didn't have to use CD money to make these improvements. There was now another funding source. The downtown tax increment district was now going to pay for those improvements which everybody had agreed to make and never knew how to pay for before.

The important point is that the planning process is an awareness process, it's a process in which you have to be knowledgeable so that you can take the opportunities that present themselves. The options don't always come with the label, "this is for this." These resources aren't necessarily "for the handicapped," or "for the support of education," but they're open to those types of adaptations.

A couple of do's: Do think ahead of yourself. Don't rush in at the last minute. You need about a year and a half to do anything with a grant in a locality for any type of program implementation or physical adaptation. These processes run on a yearly rotating basis, and then once you've made the decision in this year you know it's not until the middle of next year before the checks arrive in the mail. So you've got to think at least a year and a half ahead of yourself particularly if you're asking for money.

Do talk to the "doers and shakers." The nine of us who sit on the City Council like to think we're really important, but the bottom line is that if you really want to get the project enacted in a comprehensive and a quality manner, talk to the people that are going to implement ideas once we get done saying "yes we should do that." Work with the people who actually do those things. For example, the person who handles the community development grant proposal process needs to understand. If you've got that person on your side you've got the ball game won anyway because they know exactly how to write proposals to make a City Council say yes.

We in Duluth have done a series of sky walks or overpasses in town. That originally started for climate reasons. Folks coming to downtown Duluth were tired of struggling through the snow drifts for six months of the year getting from one store to the other. They were all going over the hill to the enclosed mall where the parking was free, etc. Well, skywalks to me are a golden opportunity to do a real accessibility treatment on an entire downtown area. As it turned out the planners really hadn't been thinking about access much; they were really thinking about taking their overcoats off and hadn't dealt with the issue of vertical access and floor coverings and elevation changes. A couple of us got in early enough on that process and were able to sit down with the director of planning and make our points about why it should be done with access in mind, and explain what double service they were going to get out of doing it that way. It turned out very well. Duluth has, from what I have seen, the most accessible skywalk system in any city I've been in. But, you have to keep your ears open and get in early on those planning efforts.

Another "do" is to remember that we, the local elected officials don't do all our own work. As Margaret was saying, there are a lot of task people in government who feed us information. If we aren't hearing from anyone like Margaret or like you with additional data or supporting data and opinions differing from the staff's, we are going to accept what they (the staff) have to say as being probably the way it is, which just isn't always the case.

Now let me point out a few "gets." It really is helpful and perhaps I have a warped perspective of this, to "get" someone who is very closely related to disability issues in some elected office within your city. Even if you have to go out and shop for someone. I find it a tremendous advantage because the people

I serve with on the City Council will accept my opinion about how they should vote on an issue related to something they think I know a lot about. You've won half the battle if you've got someone who is knowledgeable on the board. You get that one person who supports you and the rest of them will usually accept that expert's opinion. So do try to "get" someone who is closely aligned with disability issues in elected office.

"Get" attitudes straight. "Get" approaches straight and be well-planned. "Get" policies in writing; don't ever believe a mayor who says, "yes, we'll be happy to do that for you." "Get" the person to write it down. If the City Council says, "yes, we should have interpreters for our Monday night meetings," get them to pass a resolution agreeing to do it within the system's structure; you know, 24 hour advance notice, etc. You make that a city policy.

Establish a good liason working relationship. As Margaret was saying, take a city councilor to lunch; you know we love to go to lunch. Take your congressman to lunch. It doesn't mean you have to buy lunch, but it gives you the opportunity to sit down in a comfortable, rather than confrontive setting to explain the issues that you are concerned about and how you might be able to make them better understand where you are coming from.

Some of the "takes" are as I said, "take" note of what's going on in your community. "Take" note of the kind of funding cycles that are available. Take those opportunities to do something with those items that are coming up on the agenda.

You know, I would never deny for one minute that being an elected official is not an ego trip, it really is. We like to hear that we're doing an O.K. job. But, we don't very often get positive feedback. We get mostly negative feedback. That can force you into a mindset where all you try to do is avoid the negative feedback rather than respond to the positive things. That's a tough thing to deal with on an everyday basis. So to win lots of points with elected officials tell them when they're doing good sound decision making with regard to issues that you feel strongly about.

QUESTION/ANSWER SESSION

BURLEY: I would be willing to entertain questions because I was very general in my earlier statements. If you have any questions at all you would like to ask, I would be glad to do that.

I would reinforce everything that you've said, Jim. I think it's very important to get involved in the decision making process. There must be input prior to the decision, so that the decision comes out the right way. For instance, I'm thinking of the State level, when a department is developing a budget is the most appropriate time to get in and make sure that the monies are there for your particular program. It's much easier to have that department submit the appropriate budget than to have to go into the general assembly after the budget has been submitted and, as a constituent, say we need more dollars. If that department hasn't asked for the dollars in the first place, it's much more difficult.

We have a very solid foundation of advocacy for special education in Ohio. We have been able to show the Department of Education that they will have to deal with us one way or the other, and so now it behooves them to have us as part of their team; as opposed to an adversarial kind of relationship where we want more money than they are submitting in their budget. We have the team kind of approach, and if you can get that kind of thing built in, it's much more effective.

There are all kinds of little things that you can do, for instance, as you develop this relationship with the staff people to elected officials, you begin to be perceived as the expert in that particular area. You will receive calls. I can't begin to tell you the number of calls I've received from Congressional aides saying,'We have to do this report for the Congressman today, would you mind if we go over these points in the report and would you help us with some of the data and give us some resources." I've been on the phone for an hour while they're writing their report.

That's wonderful because I'm supplying information and that Congressman gets exactly the kind of information that I want him to have. It has to be valid, it has to be legitimate, but you can shape, and form, and mold that information.

SHEARER: I've got a question for you, the audience. What is it you don't like about dealing with elected officials? What would help us better respond to your needs? What is it that keeps people away from that interaction?

AUDIENCE: We don't know if the elected official is interested in what we are saying.

SHEARER: Let me give you two reactions to that. We do listen to people when they come down and talk to us, but we listen even better when we've got the facts ahead of time, and they're merely reinforcing it on the site. Working with staff, or working with the people that I trust and consult with is very effective. One problem that a lot of us have is that we can't always go through the philosophical debate in a meeting situation, and where we have an agenda that's four pages long, we're trying to get business done. As president of the City Council, I allow each person about three minutes to talk. That's all we allow - three minutes for individuals to speak to each issue. We even try to limit our own debate on them. We have to know ahead of time what's going into it; whether it's in written materials or whether you have had an opportunity to talk to us separately. It does make a difference though.

AUDIENCE: We get a lot of double-talk from elected officials. They don't come to a conculsion on an issue when we've asked a question.

SHEARER: A lot of times we don't have the information and are afraid to say, I don't know, or I'm going to have to go look it up, or I'll talk to you more about the issue before I make a decision. I think it would help, too, if people asking the questions of us didn't always demand a yes or no answer. Issues are sometimes so complex, it's difficult to do. Not that we shouldn't try.

BURLEY: (To same question) I think what you're feeling is a dissolusionment and disappointment. I have many people in my own organization who voice some of these things to me. My advice is to not give up. I think too many times when we get that one response that you're not happy with, you go away. That's not the appropriate response. The appropriate response would be, "well, if you don't know today, I'll get back to you in two weeks," and then do it! In the meantime, mail everything you have as far as the kind of information you want that person to have. Make sure that everything you give is accurate, but also from your point of view, because you will help to shape the opinion on that particular point. Be persistent. It may take a year and a half before you get a position but that's alright if you come out with the end result. You have to realize this is an on-going kind of process, it's not a one-time thing.

AUDIENCE: Doesn't the staff have more opportunity to get to you, though?

SHEARER: You're right! The staff has a lot more opportunities. What you've got to do is point out where you differ from the staff's opinion. The person who is the legislator knows what the staff's opinion is, and they can easily relate to how yours differs from that. If you can point that out, it's helpful. We know what's on table for discussion. You don't have to tell us what it is; you've got to point out how it's different than other perspectives we've heard.

AUDIENCE: Does it help to get officials to serve on our advisory boards?

SHEARER: There usually isn't enough time in the day for us. For example, I have a regular job; I do the City Council bit two nights a week plus other community meetings here and there. There isn't enough time, and it's unfair for us to say we'll commit to serving on an advisory board knowing full well that we just cannot make it. One solution would be perhaps a friend of ours, just a personal friend who might be interested. That would be perfect for your board, and they could talk to us later. There are all sorts of inroads to getting back to us that don't involve our personal appearance.

Thank you all for attending!

OBTAINING STUDENT INPUT: THE KEY TO PROGRAMMING DEVELOPMENT

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ABSTRACT

Effective program planning requires knowledge of the program area, information about the population being served and information about what the population needs or wants. Simple surveys sometimes serve the purpose of obtaining information about the wants and needs of a particular population. At some point, however, more sophisticated measures of a population's attitudes and perceptions are needed. The purpose of this paper is to describe such a research model, and to describe its use by the Office of Services for Handicapped (OSH) at the University of Iowa. The research model is called Environmental Assessment and Redesign. The paper will describe: 1) the model, 2) the research results, and 3) the reactions of the Coordinator of the Iowa program concerning the research process and usefulness of the design.

ENVIRONMENTAL ASSESSMENT AND REDESIGN

Drawn from the socioecological tradition, the theoretical premise of the research suggests that an individual encounters pressures from and experiences interaction (Walsh, 1978) with the physical and social environments. Based on this assumption the research attempts to measure perceptions of an individual's physical, social, and emotional environments. The information is used to identify the changes necessary to create a more satisfactory match between the individual and his/her environment.

Five stages are utilized in the research model (Aulepp & Delworth, 1976). Stage One requires the formation of a planning team comprised of representatives of the environment. In Stage Two the group determines the extent of the research and the type of issues to be addressed. During Stage Three the research instrument is developed and is comprised of two parts. Part one is usually a multi-item questionnaire using a standard likert scale. Part two is designed to obtain environmental referents by asking the respondent which items are most important, why they are important, and how he/she would make changes in the issues identified in the items. This information is used to develop environmental referents that become guides to redesign and change the environment. Stage Four is the data collection and analysis segment of the model. It is also in this stage that recommendations are developed by the planning team. These recommendations are used to redesign the environment. During Stage Five the recommendations are implemented into redesign projects.

RESEARCH RESULTS

The University of Iowa planning team was comprised of faculty, staff, and students with physical disabilities who worked together throughout the project. Sixty-seven students with physical disabilities were surveyed concerning their perceptions of the University.

The results of the research indicated that students were generally satisfied with their perceptions of the University of Iowa. They found the academic environment supportive, student services adequate, student life enjoyable, and the physical environment livable. Fifteen recommendations were developed by the Planning Team and sent to appropriate individuals for implementation. The recommendations were:

1. develop a training program for academic advising;
2. contact the Educational Policy Committee and request that the quality of advising that students with disabilities receive be evaluated;
3. provide more information about where and how to locate and obtain assistance for academic problems;
4. send survey information to the Council on Teaching;
5. request coding on class lists that identify handicapped students;

6. send copies of environmental referents to Facilities and Planning for their review;
7. increase the number of parking spaces for handicapped;
8. evaluate size and/or location of parking spaces for handicapped;
9. enforce the law regarding non-handicapped persons parking in spaces reserved for handicapped;
10. provide Residence Services and Union Food Service with environmental referent information concerning dietary needs;
11. encourage OSH to obtain more information from students with disabilities concerning the office's effectiveness;
12. encourage OSH to work with other student service agencies to aid the integration of handicapped students into these services;
13. encourage enrollment of students interested in advocacy in the Peer Counseling class offered Fall, 1981;
14. schedule an Awareness Day for Fall, 1981, and make such activities a regular part of the OSH program calendar; and
15. send Collegiate Association Council and Student Senate information concerning student organizations as viewed by students with disabilities.

REACTIONS OF COORDINATOR

In the opinion of the Coordinator, conducting research such as this is extremely important. It provides useful information for program planning. Several of the recommendations have been implemented. For example, some changes have been made in the physical environment; doors have been adjusted, a lift installed, and parking spaces for the handicapped increased and enlarged. One Awareness Day has been conducted and another is scheduled for Fall, 1982. A process has been developed so that students who are interested in being identified to their professors prior to class can do so. In addition, information on the survey has been sent to all departments/groups listed in the recommendations.

The importance of follow-up and follow-through must also be emphasized. It is particularly important to have the staff and institutional resources to proceed with research projects. The Environmental Assessment and Redesign provides a model that can be used with limited resources because the planning team can share the burden of expense, expertise, and workload.

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OBTAINING STUDENT INPUT: A KEY TO PROGRAM DEVELOPMENT

Kay Lesh, University of Arizona
Kent Kloepping, University of Arizona

ABSTRACT

A variety of formal and informal channels exist for obtaining student input. Recognition and utilization of these channels can greatly benefit disabled student service programs at the post secondary level since student input is a key ingredient in assessing and evaluating programs.

INTRODUCTION

Student input is an essential ingredient in providing high quality services to disabled students at the post secondary level. Many times those of us in the field make the mistake of basing our program components on our perceptions of student needs and then assuming these offerings are helpful because we don't hear any complaints. This naive approach, while well intended, leaves much to be desired in terms of an accurate means of program development and assessment. Obtaining student input in a planned, organized manner can be a key to responding to student needs, providing a high caliber of program offerings, and evaluating the quality of program components.

BENEFITS OF OBTAINING STUDENT INPUT

Programs serving the physically and sensory disabled at the post secondary level can benefit from student input in a variety of ways. The most obvious benefit is, of course, that of assessing unmet student needs. We as service providers may assume that our programs are meeting the needs of the students we serve, but since we see things from a different perspective, our perceptions may or may not be accurate. We are bypassing a valuable resource if we do not seek student opinion on services which could be provided. The student perspective can yield some highly creative and innovative program ideas.

A systematized effort to seek student input can reap benefits in other areas. The process of soliciting input is in itself a way to raise program visability with students. Any student who receives a request for input from a program, whether it be in a formal or informal manner, will have an increased awareness of the existence of the program in general and its specific program components. This increased awareness can also work to solidify a base of student support for a program. Students who are aware of program services and feel the program is helpful and responsive to them, can be valuable allies and provide needed support within the University system.

Assessing students on program needs and services can help a program prioritize objectives. With only limited staff and money available, most programs have to decide on priorities. Student views on what is important and needed can be a way to assign priorities within programs. Weak areas which need to be a higher priority can also be identified to allow redirection of emphasis. Outreach efforts can be changed if our assessment identifies weak areas of contact. If, for example, an assessment reveals that only a few students hear of services through the University Admissions Office or the Office of Vocational Rehabilitation, a program will know where to strengthen contacts.

A final and very important reason for seeking student input is program evaluation. If programs are to be accountable both to the institution and the students served, program evaluation is essential as a method of checking effectiveness. Student input is a key factor in adequate program evaluation. High quality program offerings can be provided, but if they don't meet student needs they are of little value. The best evaluation of effectiveness comes from the very people programs are designed to serve; thus student input is essential.

SOURCES FOR OBTAINING STUDENT INPUT

A variety of sources exist within the University for obtaining student input. These sources can be broadly characterized as those which come through formal channels and those which come through informal channels. These channels are illustrated in the chart shown in Figure 1. Utilization of both channels of information is critical in obtaining adequate student feed-back for our programs.

Formal channels of student input are usually in written form and follow set guidelines. Surveys are an example of a formal request for input and may take several variations. A comprehensive program survey is a broad, general instrument designed to gather a quantity of information about all program areas. A single issue survey by comparison is designed to gather information about a single question. A specific population survey is designed to gather information from a specific population. A questionnaire about the need for tutoring services is an example of the former, while surveying blind and visually impaired students regarding the need for a Kurzweil Reading Machine is an example of the latter.

Another type of formal channel is that of an advisory committee. At the University of Arizona this committee consists of various university officials and two disabled student representatives. Their charge is to serve as a link between the disabled student program and the university president, and has the advantage of getting disabled students into the bureaucracy. The student input from this channel flows in two directions; to the disabled student program and more importantly, to the president and other high officials.

Another formal but less highly structured source of student input to disabled student programs is the involvement of students in the program either as paid student staff or intern students. Input received in this manner takes the form of student evaluations of their work experiences and their observations of the program. This input is valuable in that it provides us with a student perspective. Because the students are working within the program, their view is both as fellow employees and as service recipients; a dual perspective which can provide a unique point of view. Again, this type of feedback can be very useful in assessing our effectiveness as service providers.

Informal channels for obtaining student feedback are usually verbal rather than written. A primary example of informal feedback is that of direct student-staff contact. In this instance, a student comes to a staff member with a specific need or concern. This input is usually given verbally and occurs because a student feels the staff member is receptive and welcoming. If staff members can create a receptive, informal environment this type of feedback can be very beneficial since it is likely to represent honest concerns and sincere feelings on the part of the student. It can also point out program weaknesses and involve constructive suggestions for change or improvement.

Another network of informal input exists within the University system and can be a way of obtaining input from key contacts within the University as a whole. A student may have a different type of contact with the Registrar's Office, for example, than the disabled students program, and input from this source can provide information on needs and services from quite a different point of view.

Student organizations also serve as sources of student input. The input from these groups can be both formal and/or informal. Written resolutions, petitions or requests from student groups can be characterized as formal. Student representatives from these groups can also advocate informally and provide input to the program in this manner. Input from student organizations is valuable because it focuses on student defined issues and needs. The input originates not because service providers initiate the questioning, but because the student organizations define a need or concern and act to make this known. Again, input from this different perspective can give a dimension programs might otherwise lack.

SUMMARY

Student input is a key element in assessing and evaluating disabled student service programs. Input can be received in a variety of forms and from a variety of sources. All of the sources can supplement and compliment each other and give needed information from various perspectives. The benefits of student input are many. Programs can assess unmet student needs, increase visability and support among students, set priorities and evaluate program offerings.

Service providers at the post secondary level need to be aware of the different sources of student input and make every effort to utilize them. If

student input can be seen as a valuable resource, programs will be able to take advantage of the different perspectives it can provide. Being receptive to student needs and input will allow programs to provide a higher quality of services and to increase credibility and accountability with both the students and the institution.

OBTAINING STUDENT INPUT

FORMAL CHANNELS:

SOURCE	FORMAT	MAJOR PURPOSE	ADVANTAGES	DISADVANTAGES
1. Comprehensive Program surveys	Written	To elicit feedback for program evaluation and planning	-Generates a quantity of information -Provides an opportunity for intra-program comparison	-Length reduces rate of return -Need some skill and knowledge to develop adequately
2. Single issue surveys	Written, telephone	To elicit feedback on a specific issue	-Answers a specific question -Quick	-Limited to a yes or no on a single issue
3. Specific Population surveys	Written, telephone	To elicit feedback on disability needs	-Answers specific questions -Quick	-Assumption that this population knows the answers -Limited to a yes/no
4. Handicapped student, staff and interns	Verbal or written evaluations	To elicit feedback from a different population	Provides direct student involvement in program	-Biased view -Feedback may be colored by need for pay or class credit
5. University-wide Advisory Council	Written: minutes, memos, recommendation to President	-To elicit broad University repretation -To get handicapped students into the University system	-Increases credibility with institution -Gives a direct channel to the President	-Inability to deal quickly with issues -Number of people involved can be inefficient

INFORMAL CHANNELS:

1. Direct student feedback to Special Services	Verbal - student to staff member	To obtain informal input given in a safe environment	Probably reflects honest feelings	-Represents one person's opinion -Staff bias may enter in
2. University-wide network of information	Verbal or written	To provide input which results from student contact with University representatives Campus-wide	-Broader spectrum of opinion -Gets University involved with the program	-Staff person reporting may not have total picture -Limited by program visibility

FORMAL AND/OR INFORMAL CHANNELS:

	SOURCE	FORMAT	MAJOR PURPOSE	ADVANTAGES	DISADVANTAGES
1.	Disabled student organizations	Verbal or written	Provides a channel for student defined input	Product of students on a variety of issues (student defined)	May not reflect a consensus
2.	Student government	Written resolutions	Provides a channel for student defined input	Product of students	Potential for over-emphasis on a single issue

KNOWLEDGE DISPELS FEAR

Kay L. Robinson, County College of Morris

ABSTRACT

The County College of Morris in Randolph, New Jersey, is located in the northwestern area of the State. This publicly funded junior college is laid out on a steep hill. The first building was ready for occupancy in 1968 and the last one in 1973. To date, there are seven buildings on the campus, with many parking lots, since this is a commuter-type college. There are about 12,000 students there, full and part-time. About 1½% of them are handicapped in varying degrees, with only a few in wheelchairs. The college is partially funded by Federal and State governments. In fiscal year 1979 for example, it received almost $700,000 from the Federal government, as revealed in the HEW yearbook for that period.

In 1979, a 504 self-evaluation committee made a study of the campus and published their report. We handicapped students did not know a thing about the 504 Federal law and we were not informed of the existence of the 504 self-evaluation report, or of our rights. One can only assume that the Administration did not want us to know, as the report was kept under wraps. We learned of its existence purely by accident.

SOME PROBLEMS FACING THE HANDICAPPED STUDENT ON CAMPUS

The College Admissions booklet states that the College was awarded a "Barrier-Free" designation by the Easter Seal Society in conjunction with the New Jersey Rehabilitation Commission. When the Society's representatives came to tour the campus before awarding the plaque, they followed a routing pre-set by the Administration, without consulting the young spina-bifida student accompanying them in his wheelchair, about all the problems facing him on campus. He was afraid to speak up to the Administrators and other adults on the tour. The "Barrier-Free" award is a cruel joke, and misleading to potential students who are handicapped.

A particular friend of mine could not take her evening art courses because she couldn't get her wheelchair up the long slope from the handicapped parking lot. There are no railings or rest stops on the slope, which is over 70 feet long. Another wheelchair-bound friend has never been in the library on her own during the three years she was on campus. The entrance slope up to the exceptionally heavy library doors is about 70 feet long, and there are no rest stops or railings.

Over the years, it has been impossible for a severely handicapped student to go from the lower level of the Student Center where the bookstore, nurses' office, and auditorium are located, to the upper level where counselors, the cafeterias, and the registrar's office are found, because no elevator existed. It was therefore necessary for the student to pack up the wheelchair in his or her car, drive around to the back of the campus, take an elevator in another building up to ground level and traverse the campus in order to get back to the upper level of the Student Center. Or, if no car were available, the handicapped student would have to wheel up the extremely steep 300 foot slope with no railings or rest stops, in all weather. Able-bodied people don't have to do this; why should the handicapped student be "burdened" this way?

After several years of complaints and pleading with the Administration and the College's Board of Trustees, a lift is being built this summer in that building. The Board of Trustees voted against the construction two different times over the past years. When Dr. Frank Dolan from Region II of HEW came out to the campus to assess the needs of handicapped students, none of us were invited by Administrators to accompany him on his tour, or discuss our problems with him. Only Administrators met and toured with him. As you can see, not all of the barriers are physical ones. CCM is only a 2-year college and it appears that the Administration believes that if they avoid the problems long enough, the students will soon be gone. That is an easy way out - for THEM, but not for us. Lack of sensitivity on the part of the Administration is a major problem.

Two years ago, we handicapped students took our pleas to the Student Government and two"Handicapped Awareness Days" were held on the campus. Mrs. D. Sadler, a mature CED student with multiple sclerosis, said that she wanted to speak to the Student Government because she was "concerned for the young handicapped student who might be inclined to keep quiet about his problems, thinking he is just one in a thousand." (Youngtown Edition, student newspaper, October 8, 1980). She went on to say in the same article, that she was "also afraid the problems will be ignored. A whole new group of handicapped students will come to CCM and find frustrations and humiliations."

Student Government brought in twelve wheelchairs for able-bodied persons to use in traversing the campus. The College student newspaper covered the Handicapped Awareness Days with compassion and opened the eyes and minds of many people. Tom Page, feature editor on the paper wrote: "Little did I know that the tour would be physically, mentally, and emotionally draining. I struggled my way up hills, through doors, and tried to get in elevators. If I were really crippled, I would not be able to cope with life at this school." (Youngtown Edition, December 10, 1980).

Editorials in the student newspaper spoke about the wasteful expenditures the College appropriated for unnecessary campus projects. For example, the Administration and the Board of Trustees allocated $90,000 for re-doing a set of outside stairs that exactly paralleled another similar set of stairs about 30 yards away. The College spent almost $12,000 for a steel beam sculpture on top of the hill, and thousands of dollars for night lights over the tennis courts where only a handful of people play tennis in the evenings during good weather. Many students, faculty members, and staff resent this waste. Improvements of academic facilities, and needed adjustments for the handicapped student are crying out to be done. An editorial in the student newspaper said, in part, "We as an organization would rather see our money put to better, more essential use. To name one major problem: the SCC building is in desperate need of an elevator for the handicapped students. Will we ever have one? Probably not. If our money is to be spent on outside projects, it will have to be on a necessity, NOT a luxury. We at the Youngtown have great pride and respect for our school; however we wish that everyone would realize that the cake must be completed before the icing ever goes on." (Youngtown Edition, December 3, 1980).

Due to these student efforts we now have new washbasins in the restrooms, a lower counter area in one cafeteria, and a small lift being installed. But we handicapped people are limited in energy and know-how. We are small in number and we are required to continually make major adjustments, emotionally and physically, to attain our education. Since we function more slowly physically than others do, it is extremely difficult, frustrating, time-consuming and, most of all, exhausting, to try to cope with day to day work loads PLUS the added burden of pleading our case with the Administration and Board of Trustees. To this day there are still no raised numerals on classroom doors for blind students. Many handicapped students use up their funds of energy so rapidly in trying to surmount physical barriers, that by the time they arrive in the classroom they cannot always respond academically to their potential. In this sense also, they are being denied their full right to an education.

An earlier editorial in the student newspaper said, "Most students do not realize the problems a handicapped student encounters each day at CCM. Now that Dee Sadler has brought these problems to our attention, we hope the solutions will no longer lie dormant. It is one thing to be unaware that a problem exists, but is another to ignore it once it is brought to our attention. Handicapped students receive no tuition discounts; they should not have their RIGHTS discounted." (Youngtown Edition, October 15, 1980)

We handicapped people must try to speak out and mingle more with the public. I am convinced that the more that the world at large comes to know us as human beings in our own right, the less they will fear us. I believe that knowledge dispels fear of the unknown.

SOME RECOMMENDATIONS FOR ACTION

A "President's Advisory Committee" at the College should be formed, consisting of current handicapped students, the President, mature and knowledgeable faculty members, other administrators, and staff members involved with the implementation of the 504 Federal law. To facilitate sensitivity, communication, and understanding, this committee should meet 3 or 4 firmly designated times during the academic year.

A standing committee comprised of mature past and current handicapped students should serve as advisors to the College's Board of Trustees, reporting to that policy-making group every third month. Such a report should appear in the Board's published minutes.

An educational plan of action to sensitize the College community to the problems of handicapped persons could be undertaken early in each academic year.

A nation-wide handbook which lists the rights of handicapped persons and the mandates of the 504 Federal law should be compiled and made available to every handicapped student and others in the field of education throughout the country. Lists of empathetic lawyers and organizations in each State would be a helpful addition.

All of us need to make the public aware of the wasteful spending by the military for killing and destruction, when Federal funds are so desperately needed for education, for student loans, for the handicapped, for children, for the hungry, the elderly, and for the sick - in short, for LIFE rather than death.

AHSSPPE, as a caring organization, could drive this point home by endorsing at this conference, and mailing to the President of the United States, a Resolution calling for a mutual USA-USSR Nuclear Weapons Freeze, and the return of those Federal funds to the people to meet their human needs.

USE QUOTES NOT FOOTNOTES: WRITING FOR THE LAY PRESS

Dale S. Brown, President's Committee on Employment of the Handicapped

ABSTRACT

Articles that appear in journalistic publications can be very helpful for handicapped student service programs in postsecondary education. This paper will tell how to write and market such stories. How do you decide the topic? Where should it be published? How do you write it understandably? And, how do you type the manuscript?

DEVELOPING THE ARTICLE

Determine the subject of your article.

What will you write about? Write about the most interesting part of you program. Ask yourself;

-----When people visit your program, what do they comment about the most?

-----When you discuss your job with relatives, neighbors, and acquaintances, what do they enjoy hearing about?

-----What is unusual about your program?

-----Are there any interesting people in your program?

-----What makes you the most proud?

After thinking about this for awhile, you should have some ideas for topics. You may want to write a feature story about a person in your program. For example, a handicapped student may be of interest to the media. Be careful not to fall into any of the cliches that have oppressed handicapped people. Do not make them into "super-crips" or make it seem as if your program saved them from a pathetic life. Write about them as a unique individual who happens to have a disability. Show how your school helps them to be a good student.

You may want to give an overview of your program and its services. Accommodations such as interpreters, notetakers, tactile maps and taped books are fascinating to people outside of our field. Interview several students and a staff member. Develop an article from what they say.

Write about successful alumni to show the success of your program. Have you developed particularly interesting accommodations? Have the students formed a self-help group? The ideas are endless.

Decide where you want the article to be published.

The writing style and the topic will be influenced by where you want it to appear. It's best tomake that decision before completing the article, although many people succeed by writing the article and then hunting for a market.

First, your own university may have publications that are hungry for good articles. Is there a periodical for alumni? A magazine to help raise funds for the school? A simple check of your inbox may give you some good ideas. And if you don't know the editor already, you probably know someone who does. Simply call the editor and propose your story idea.

Then check your own community. Will your local newspaper accept freelance submissions or should you convince them to send one of their own reporters to write about your program? Check the Sunday edition closely. They often have a section for human interest stories. Browse at newsstands. Many regions have magazines that report on events in their area. Get into the habit of picking up publications and reading them. You may find a new magazine of your university lying on the table of the dining hall.

Next, think about the magazines that you enjoy reading. It is easier to write for a publication when you are familiar with it. For example, does your church or synagogue have a magazine? Large circulation magazines such as McCalls, Lady's Home Journal, Reader's Digest, and Family Circle have many articles competing for few spaces. So you need to locate magazines that serve smaller, more specialized audiences.

Writer's Market '82 is the standard reference for locating magazines in specific subject areas. It is available in almost every library and many bookstores. The table of contents lists topics such as "Association, Club, and Fraternal", "Child Care and Paternal Guidance", "College, University and Alumni", "Education", "Health", "Religion", "Teen and Young Adult", and "Women's". Each magazine listing describes the type of material it publishes. Often, you can write for sample copies and read them before beginning your story. AHSSPPE published a booklet of markets in the postsecondary education area.

It may increase your chances of being published if you check with the editor before writing your story. You do this by writing a query letter which gives an outline of the story idea and convinces him that he wants to publish you piece. How to write a good query letter is the subject of many books, most of which can be found in the writing section of your public library.

Write the article.

Once you have determined your topic and know where you want the article to be published, the writing begins. As with all articles, decide what you want to say and in which order you want to say it. Write an outline.

However, you will be supporting your points using quotes instead of referring to past research and articles. You won't be reviewing literature. Instead, you will interview people. What points in your outline need support? What do you need to know? Decide what questions you will ask and interview people.

When you interview them, ask your questions and listen. When they say something interesting, write it down verbatim. Tell them to "Wait a minute", if you can't keep up. Don't try to write down everything they say. Just write the most important things. Write up your notes immediately after the interview. Otherwise, you might not be able to read your abbreviations.

After you have written up your interviews, go over you outline and fit in the quotes that support your points. Find a beginning that will grab the reader's attention. Frequently, one of the quotes will be the best start. In that case, your ending should refer to the same person. At any rate, sum up the major points of the article at the end.

When you write the draft, think about the audience of the magazine. Pretend you are talking to them. Write the way you would say it. Some people say their articles into a tape recorder and transcribe the tape. Sometimes, it helps to talk to a friend about the article before you write it. You don't need footnotes, but for you own sake, know the sources of any statistics or controversial commentary. You may use other journalistic articles as sources.

When you rewrite the article, be sure the material is grammatical and clear. Use short sentences. Each paragraph should have only one topic. Avoid jargon such as "accessible" and "accommodations". If you use specialized words, define them simply. You may want to read it to someone who doesn't know much about the field, before you finalize it.

Submit the article.

The rules vary by magazine or journal. You may be able to type it up and hand it to a university editor. Otherwise, ask if the publication has specific requirements. If they don't, Writer's Market '82 has a section on how to type a manuscript. A few rules;

-----Type double spaced on 8 1/2 X 11 paper.

-----On the upper left hand corner of the first page, list your name, address, and phone number. On each page after the first, list your name, then a dash, then the page number.

-----Use a dark ribbon with a standard type. Be sure the keys are clean and there are no typing errors.

-----Center the words "The End" at the end of the manuscript.

If you have studied your markets well and written well, your article may be accepted. If it is rejected, submit it to other places. Let editors know that you are willing to write for them. Many will ask you to write articles and even tell you what they want you to write.

At any rate, articles in journalistic publications will bring good publicity to your handicapped student service program.

Brady, John and Schemanaur, P.J., Writer's Market '81, (Ohio; Writer's Digest Books), 1981.

THE DISABLED AND CONTINUING EDUCATION: REALITIES & POTENTIALS

Nora Hammons, The Ohio State University

ABSTRACT

With the drastically changing nature of the student population--from elementary to postdoctoral levels--and the new shape of legal mandates over the past fifteen years, lifelong education for the disabled takes on a new viability.

Programs of adult nontraditional education at the postsecondary level across the nation have many forms and names--extension, outreach, part-time evening programs, credit and noncredit--and include many forums: universities and colleges, libraries, vocational and technical training institutes, rehabilitation centers, self-help groups, correspondence courses, computer-aided instruction, and individualized learning, to name a few.

What is the place of the disabled adult in such innovative educational programs--as innovators and as students?

The point is that the individual, even idiosyncratic, solution is the only one that works. Another point is defining and continually redefining the problem one is trying to solve. A third point is finding and communicating available resources and support systems to assist in the effort. "Education is a continuing process incorporating the search for knowledge necessary for making a living and making a life." This is a published premise of New York Technical College, Division of Continuing Education, VEA Deaf Adult Education Program.

Few professional fields provide disabled students with the education they need to reach competitive proficiency levels, and few professional fields provide training in the special needs of disabled individuals. Yet, according to Kendall Green of the National Academy of Gallaudet College in Washington, D.C., 35 million Americans--one in every six citizens--live with blindness, deafness, neurological conditions, orthopedic, muscular, and other physical and mental impairments. Professionals in fields such as medicine, law, and law enforcement encounter disabled people in their practices and in emergencies. Scientists and policymakers influence the lives of disabled people in the research, technology, and legislation they pursue or neglect.

Traditionally, service delivery to disabled people has been haphazard. Individual common sense and sensitivity have sometimes bridged the gap between professional and client. At the same time, lack of accurate information about disabilities and disabled people continues to widen the gap and to limit access for disabled adults.

Beginning in 1968 with the Amendments to the Vocational Education Act, and for the next decade, major national laws and implementing legislation on the federal, state, and local levels recognized these needs and seemed to lay groundwork to systematically grapple with them. Now we grapple with immediate threats to dismember the Education for All Handicapped Children Act of 1975 (PL 94-142) and Section 504 of the Vocational Rehabilitation Act of 1973 (PL 93-112). The threats are largely political, often in economic guise.

One purpose of this conference is to probe deeper into the economic and educational realities we face. Recall the mania for public spending to build more schools for our children all across the nation from the early 'sixties to the mid-seventies, to educate more teachers. Now many of those public school buildings stand empty and teachers stand in unemployment lines. Did no one bother to look at birth statistics during a period of comparatively easy money in the U.S., or were politicians simply courting parents' votes? A bit of both, perhaps. Now we are in economic "hard times." This is due to many reasons worldwide, at least partly to diminishing natural resources. But the glut of would-be workers without jobs is due largely to a population swell of the labor market entry group, the same baby-boom age group that populated the public

schools from 1960-1975, and to current rapid changes in technology, including professional and marketplace training needs.

Clearly the needs in postsecondary education present and future are for diversity and flexibility in meeting the needs of adults of all ages and skill levels, and for economic relocation. This is the kind of common sense that affects elected officials, policy and budget administrators, educators and students, today and tomorrow.

Relating these economic and educational changes to each other is a balancing act for both postsecondary institutions and individuals. Disabled adults seeking solutions sometimes find postsecondary programs a help, and sometimes a hindrance.

I quote from a letter written in March 1982 by Kay Robinson, a young woman afflicted since birth with cerebral palsy:

> As a graduate of the County College of Morris (CCM) in Randolph, N.J. (a 2-year Junior College), I regret to say that I was not informed of any programs or activities available to the handicapped student. Though the assigned "counselor" of handicapped students was a kindly man, it appeared that he was not permitted to institute any changes that would be helpful to us. He is not handicapped himself and therefore does not have the full understanding or MOTIVATION.
>
> Even the Self-Evaluation 504 report was "kept under wraps" by the top administrators; we handicapped students did not even know what our rights were. It was purely by accident that we learned about the 504 federal law. We handicapped at CCM have felt very much left out of the mainstream, along with having to cope with the added burdens of numerous physical and academic accessibility barriers that the campus presents.

Kay graduated from CCM with high honors in June 1981 and has persevered to transcend institutional frustrations. Luckily, Kay has intelligence, wit, and other resources available to her. She is able to look beyond the borders of the U.S.A. in her search for economic independence and self-enrichment: she will begin this September as a student at The North London Polytechnic School of Librarianship in London, England. Kay demonstrates the crucial element in education as a continuing process of the search for knowledge needed to make a living and make a life: Self-Advocacy. She is here today to share some of her perspectives with us.

Self-advocacy is always difficult to develop or maintain. It is almost impossible without helpers that can be trusted. Fortunately, there are a growing number of resources in this country that work to strengthen the awakened sense of disabled adults that control over their own lives is within their grasp, to provide means of actualizing that potential. Information on a variety of programs, from "continuing education" in established postsecondary institutions to nontraditional extension and outreach in community centers, is widely available to people who want to know.

In the Fall of 1975, the Division of Continuing Education at New York City Community College, now called NYC Technical College, in Brooklyn began a 240-hour noncredit certificate program in Accounting, Office Procedures, and Keypunch Operations for deaf adults. The program was funded by the New York State Education Department under the Vocational Education Act Amendments of 1968. In the first year, 35 students enrolled in the three-component program, which also provided tutoring, occupational counseling, and job placement assistance. Nineteen students successfully completed the program and graduated in June 1976.

By 1981, more than 260 deaf adults had been served by the VEA Program. Because of the dearth of educational resources for deaf adults in New York City, this program attracts a wide-ranging group of students in terms of age, maturity, ethnicity and national origin, previous training and experience, intelligence and ability. This diversity is the greatest challenge to program stability and

effectiveness.

For the most part, disabled adults do not come into education programs after deliberation and planning, as the traditional student comes to college. Rather, such programs appear as unexpected opportunities in their lives and require psychological, social, and other types of adjustment to follow through on the commitment. Individualized instruction and ancillary services are necessities. Flexibility in both intake and instructional components has made the VEA Program a real resource for the deaf community. Two awards in June 1980 from the NYC Board of Education and the New York Adult Education Council gave due credit.

A letter from Program Director Jeanne Dworkin in June 1982 informs me that

> the program will be re-funded for an eighth year by the New York State Education Department. We are surprised and gratified by the renewal. It is considered a model program and the state is asking us to institutionalize it by getting tax levy funds for some portion of it. That is what we are trying to do the coming year. Though the prospects for tax levy money are dim, there have been an increase in the clerical program, a decrease in CETA-available programs for advanced placement--and the employment evaluation component is more correlated to student readiness for work than to the market conditions. Next year we start a custodial maintenance program at the request of O.V.R. for their deaf clients who can profit from such training.

The NYC Technical College, Division of Continuing Education also includes adult literacy programs, adult vocational counseling center, technical training and skills certificates programs. Further information is available from college offices at 300 Jay Street, Brooklyn, NY 11217.

Continuing education programs formalized through existing postsecondary institutions, public and private, are extremely important resources. Because of legal mandates requiring access, the architectural and programmatic elements are largely in place by now--nationwide. How much these mean beyond "compliance" depends on individuals, on advocacy, on publicized successes, and partly on money. Here are a few additional model programs, typical and atypical. Literature on these and some others is on display here and available from addresses listed in the text.

At The Ohio State University "continuing education" has many meanings. There are several separate and different programmatic elements by that name: Continuing Medical Education offers university-level courses for people already in the health professions. Continuing Education--Noncredit uses the facilities of the university to offer general interest, academic, and self-improvement courses at low cost for the general public. Another program similar to this at OSU is the Creative Arts Program, or CAP, which has been especially active in extending programming for disabled participants. Continuing education--Credit Programs is a means of enrollment in the regular university courses for undergraduate credit, not toward a degree at present but transferable to undergraduate degree programs. Many students in these nontraditional programs are adults, part-time or returning students, seeking further training or making career changes. Students among the disabled community at OSU often find these routes especially accessible means of trying and testing new directions, joining the mainstream of campus life.

One unusual program of continuing education among disabled adults at OSU is the Arts of the Book Apprenticeship for moderately mentally retarded learners under the auspices of Logan Elm Press of the Art Education Department. Arts of the Book include papermaking, both Oriental and Western style, typesetting, printing, and binding. The apprenticeship is now in its second year. Its purpose is twofold. The first is production of various books, including poetry, using Blissymbols, a symbolic and ideographic replacement for the alphabet developed by Charles Bliss in Toronto, Canada, and thought to be a more accessible learning tool for mentally retarded and some learning-disabled populations. Second is incorporation of mentally retarded adults into Logan Elm Press as workers and learners.

The working team includes a papermaker, an artist, a typographer, and four apprentices. The project offers a demonstration that mentally retarded people can work alongside "normal" people in a meaningful and productive ongoing task.

More information can be obtained from Project Director Doug Blandy, c/o Art Education Department, Ohio State University, 128 No. Oval, Columbus, OH 43210. Doug and an apprentice are here today to talk more with us about the Arts of the Book.

A national postsecondary resource center for continuing education among disabled adults is Gallaudet College in Washington, D.C. Gallaudet, established in 1864 under a charter signed by Abraham Lincoln, is the world's only liberal arts college for the deaf, offering precollege and college programs, and degrees from associate through doctorate.

Within the Washington area, Gallaudet's continuing education works largely through the National Academy. Its four areas of focus include Professional Training, Community Development, Public Policy Studies, and the National Center for Law and the Deaf. While each area offers different programs, the National Academy's main activities are seminars, workshops, research, and publishing. Its audience ranges from legislators and professional adults through blue collar workers and the unemployed, including disabled and non-disabled people.

Gallaudet's Extension Catalogue (1982-83) includes specific directions as to how workshops, training programs, even graduate credit courses, can be requested and arranged in any U.S. location in which demand exists and where the service is not duplicated. These courses include academic subjects and practical and public policy applications. This catalogue and other literature from Gallaudet are on display and may be ordered from Gallaudet College, Division of Continuing Education, Washington, D.C. 20002.

Not all disabled adults are ready to take advantage of "The University" to continue their education. Yet these individuals are also, perhaps even more, subject to the current economic pressures of unemployment and diminishing returns.

One program of continuing education outside the academic walls that responds specifically to the need we are considering is the Central Ohio Rehabilitation Center (CORC) Computer Training Program for Severely Disabled Adults in Columbus. This includes three separate training components: in computer programming, in computer operation, and in data entry. The programming component, existing for two and a half years, is a nine-month training package, including a two-month internship. This is especially for severely physically disabled, including quadriplegics, paraplegics, visually and hearing-impaired. There are fifteen clients in the present class, and placement of the first class was 100%. Computer operator training has been in existence nine months. It is a five-month package with a two-month OJT, in its second class now of eleven students. It is the only program of its kind in Ohio. Data entry is the oldest component, now in its ninth year. The training is six to twelve months, depending on level of entry skills. Clients in this group are mostly paraplegics; other disablilty groups such as emotional disorders, substance abuse, diabetes, epilepsy are also included.

There are different ranges of skills required in the three computer training components. A variety of clients come from the State Bureau of Vocational Rehabilitation, the Veterans' Administration, the Industrial Commission, and private sources. The CORC Program is part of a formal nationwide organization of similar projects: The Association of Rehabilitation Programs in Data Processing (ARPDP). Local business community involvement in the CORC program is notable. National Cash Registers (NCR) donates the equipment. International Business Machines (IBM) provides consultants. Both the On-line College Library Center (OCLC) and Columbia Gas of Ohio are responsible for computer time. The Columbus Business Advisory Committee provides OJT's, placement positions within the Columbus business community, and helps with public relations.

Further information may be obtained from Program Director Jim Cunningham at Goodwill Central Ohio Rehabilitation Center, 1331 Edgehill Road, Columbus, OH 43212. Jim and Chuck Holst, a graduate in Computer Programming, are here to discuss their experiences further.

Willie Gayle, Director of Adapted Physical Education at Wright State University in Dayton, may be able to join us today. Willie and I have been working on some articles for publication in national professional sports magazines about wheelchair and non-wheelchair components of the various marathons across the

country. Willie has some very important things to say about Motivation as a part of the continuing education process of the disabled adult learner.

He stresses the self-concept model. This begins with decision-making. Stripped of the opportunity to make real decisions, take risks, a disabled person cannot grow toward independence in any adult sense of the word. And that person is a burden to society. The traumatically disabled individual needs adjustment time to learn to live with a totally new condition. The person disabled from birth needs to learn a kind of confidence in the potential richness of his/her own experience despite the social gradient. These are developmental educational processes and must be taken in stages. The trainer that accompanies the individual through the process is going to make the critical difference.

Adapted athletics and physical re-education can offer a key to motivation and continual remotivation, especially among the traumatically physically disabled. As all behavior is learned, coping with stress, frustration, and failure, first in a non-competitive environment, learning to use such experiences as learning experiences, gradually building skills and internalizing the goal-setting process, are critical to develop the potential of disabled persons as productive citizens. Use of the motor field as a motivation to productivity is an extremely important, though often neglected, phase of the continuing education of disabled individuals.

In a certain sense, working within this perspective opens the next question, perhaps the theme of next year's AHSSPPE Conference: What are the responsibilities of society to the disabled person, and of the disabled person to society?

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